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By-Smith, Arthur E.; And Others

Evaluation and Skill Training of Out-of-School, Hard Core Unemployed Youth for Training and Placement, a Follow-up Study of the Experimental and Demonstration Manpower Program.

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The effectiveness of the Youth Training Project administered by The Jewish Employment and Vocational Service (JEVS) of Saint Louis, Missouri, is assessed in this followup study. The report is based upon an analysis of data regarding 91 youths who actually completed the entire JEVS program. The data were obtained from JEVS records and trainee and employer interviews. Fourteen variables related to the trainees and their work experiences were isolated, and it was hypothesized that significant differences would appear between groups of successful and unsuccessful youths when compared on each of the variables. Of the 14 hypotheses tested, only the hypothesis that successful trainees would be judged cooperative by their supervisors more frequently than would unsuccessful trainees revealed a significant difference between successful and unsuccessful groups of trainees. Lack of relevant data regarding the agency, due to the absence of an on-going program, prevented a complete analysis of the agency. However, the employer's reactions of satisfaction with the occupational skills presented by 75 percent of the trainees and a favorable attitude toward the program indicated a successful program devoted to the recovery of youth potential. The interview schedules and tabular data to supplement the text are given in the appendixes. (HC)

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OMAT
Experimental
and
Demonstration
Manpower Program

Evaluation and Skill Training of Out-of-School, Hard Core Unemployed Youth for Training and Placement

Department of Education
Saint Louis University

VT005027

#600

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1965 est

A Follow-up Study

of the

Experimental and Demonstration Manpower Program

entitled

EVALUATION AND SKILL TRAINING OF OUT-OF-SCHOOL, HARD CORE UNEMPLOYED YOUTH FOR TRAINING AND PLACEMENT

as amended, provided and administered by the
Jewish Employment and Vocational Service
Saint Louis, Missouri

by

Arthur E. Smith, Co-director
Hardin A. Collins, Co-director
Joseph L. Meindl

conducted at

Department of Education
Saint Louis University

1964-1965

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PREFACE

The original proposal for this follow-up study was based on the assumption that it would be an on-going, continuous evaluation. The Jewish Employment and Vocational Service (JEVS) project, however, had been completed prior to the initial phase of this evaluation. It is for this major limitation that the reader should understand the conditions under which this present study was developed and later executed.

The initial proposal to measure the effectiveness and mobility of the youth in the JEVS project was prepared in the fall of 1963. The design of the proposal was based on a continuous, on-going evaluation during the training period, and also included a follow-up after the trainees had completed the program. The contract for the present study was not finalized until much later. This placed severe limitations on the functional capacity of the research team. Chief among these limitations was the inability to observe the program in action, and, consequently, from a research standpoint, the study became completely ex post facto in methodology.

The research team did not have the opportunity to observe the work training, counseling, and other evaluative and training techniques utilized by the project. This prohibited the researchers from giving technical assistance in terms of the vital importance of recording and obtaining meaningful subject data. They were unable to establish and maintain significant controls necessary for research of this nature. The inability to construct built-in systems for contacting trainees was a severe limitation.

Financial limitations prevented the establishment of a control group. Therefore, hypotheses have been subjected to tests of significance relating to interval differences within the total group of trainees. (The subjects were divided into those who were employed and operationally defined as successful; and those unemployed and operationally defined as unsuccessful.) This methodology prevents a comparison of the total group with a similar group that did not receive the services of the project. This is of importance to both good research design and the measurement of the effectiveness of the JEVS project. It is highly probable that there were significant gains of mobility and movement made by those trainees defined as "unsuccessful" if they were viewed in their relationship to a similar group of the hard-core, unemployed youth not exposed to the project.

Circumstances existing during the various stages of this evaluation resulted in limitations involved in establishing and maintaining various criterion conditions. After considerable discussion within the evaluation team and with our colleagues, the decision was made to operationally define "success" in terms of current employment of the trainee. This definition does not account for any change in the values of the trainee, lessens the degree of accurate measurement, and fails to credit the changes occurring within the trainee resulting from the project experience. Efforts were not made to account for any variations within the labor market itself in the community.

The JEVS Project gave the evaluation staff its complete cooperation and assisted wholeheartedly in the efforts to obtain what was thought to be relevant data. The employers were also cooperative and interested. The trainees were sometimes resistant to interviewing. This was perceived not as a rejection of the interviewers, but as an artifact of the culture that makes the disadvantaged wary of strangers.

The co-directors wish to acknowledge the assistance and efforts of the individuals who were a part of this undertaking: Mrs. Peggy Adams, Research Assistant; Miss Joan Overmann, Research Assistant; Miss Theresa Monaco, Research Assistant; and Mr. Curt Kohring, Interviewer. A special acknowledgment is made of the services of the Reverend Joseph Meindl, Research Associate.

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CHAPTER I

INTRODUCTION AND PURPOSE

The purpose of this study was to present a follow-up study of the effectiveness of the Youth Training Project administered by the Jewish Employment and Vocational Service (JEVS) of Saint Louis, Missouri. This program was under the auspices of the Office of Manpower, Automation and Training (OMAT), U.S. Department of Labor.

The agency has devoted its resources to the rehabilitation of culturally disadvantaged adolescents living in depressed neighborhoods. The Saint Louis JEVS has made particular efforts to aid school dropouts, delinquent youths, handicapped and illiterate youths, and young people with emotional problems. Traditionally, adolescents who qualify for admittance to these training programs have been considered a "hard-core" segment of the unemployed population. The problems of meeting the occupational and placement needs of participants in youth training programs are, consequently, of considerable proportions. This report presents the results of an investigation designed to follow adolescents qualifying for acceptance into the Youth Training Project and to relate their experiences as trainees to their personal qualifications, occupational success or failure, and their social environment.

An assessment of disadvantaged youth and their experiences in moving toward gainful employment and integration into the community involves the investigation of the abilities of the trainees and an examination of their encounters with the organizations established to assist in the development of productive citizenship. The study has focused upon four areas of investigation in order to evaluate the present practices employed in the attempt to develop young adults for a more productive role in society. It was felt that these areas of investigation were major facets in the trainee's world as he prepared for responsible community living.

The program established for the occupational training of youth presented a source of practical development for the community. Young people in search of such assistance applied for entrance to the program and, within the scope of services and facilities possessed by the agency, were evaluated for acceptance. The youths who qualified received the benefit of the established training program. Upon termination of initial training, clients were, when possible, placed in an occupational setting. Contemporary with the progress of adolescents in the training program, there was general acceptance of peripheral community groups to the trainees themselves and to the agencies which have assisted them in their development.

This somewhat idealized outline of the habilitation and rehabilitation of disadvantaged youth presents the four areas of study with which this study is concerned. Specifically, these are: (1) the existing agency directing its personnel, services and facilities of youth training programs; (2) the trainees themselves; (3) the employers with whom the successful trainees come in contact and under whom they work, and (4) the peripheral community groups which assist, retard, or are indifferent to the efforts of youth training programs and their products.

Each of these four areas of attention in this research has been studied. This report presents the methodological procedures utilized in the general collection of data providing for a detailed investigation of each area and the results of the analysis of information pertinent to the individual areas.

CHAPTER II

GENERAL METHODOLOGY

I. Sources of Data

For the purposes of the study, the Jewish Employment and Vocational Service in Saint Louis, Missouri made available their records maintained on applicants and entrants to the Youth Training Program. This assistance was intended to provide background and identifying information regarding program trainees and employers. From these records, data concerning items such as project area, age, race, sex, marital status, period entered program, period placed on job, police record, test scores, grade level, etc., were collected utilizing a Trainee Code Interview Schedule (Appendix A).

The construction of a Trainee Interview Schedule (Appendix B) provided for the collection of subjective data through personal interview of each of the adolescents who entered the program. The contents of this questionnaire supplied data relevant to the objectives of the study both in an expressed and in an implied context. Questions directly pertinent to the four areas of investigation provided an analysis of the factual results of the program, while more indirect questions and the recording of trainee comments presented the opportunity for an interpreted summary of commonly held assessments of program effectiveness.

An Employer Interview Schedule (Appendix C) constructed with the same underlying rationale provided for the collection of data also related to the four major areas of study: the agency, the trainee, employer attitude, and integration into society with acceptance and observance of the social mores.

II. Data Collection Procedures

A team of research assistants began the collection of data by drawing from the files of the Saint Louis Jewish Employment and Vocational Service the names, addresses, and background information of 172 disadvantaged adolescents designated as qualifying entrants to the Youth Training Program. The information sought by the research team covered such items as: project area, age, race, sex, marital status, period entered program, period placed on job, police record, test scores, grade, public assistance received, family earnings, parents' marital status, number of siblings, employment history, time in workshop and vestibule training, on-the-job training, placement and rate, follow-up visits, and work habits evaluation.

The investigators then began the work of locating and interviewing the trainees. Many obstacles were encountered in this work. Out of a total of 172 youths designated by the JEVS as qualifying for instruction in the Youth Training Program, 126 were eventually located. The following breakdown indicates the circumstances accounting for the investigators' inability to contact the 46 persons not contacted:

2	in penal institutions
1	in mental institution
4	known to have moved out of state
2	deceased
10	in military service
27	moved, leaving no forwarding address; further efforts to contact were ineffectual

Of the 126 adolescents eventually contacted and interviewed by the interview team, 91 actually completed the entire JEVS Youth Training Program. This further attrition was due to a variety of circumstances as set forth in the following breakdown:

24	made application to the Youth Training Program but were not accepted as qualifying for instruction or job placement; some received testing services
4	tested and placed in occupational situations, but received no Youth Training Program instruction --presently unemployed
2	tested and placed in occupational situations, but received no Youth Training Program instruction --presently employed
2	hired by JEVS; one only for summer work
1	referred by her employer for further training not available at JEVS and returned to her work
1	went to JEVS for counseling for family problems, was placed at a summer job, but never reported for work
1	dropped out after several days to obtain other job --presently unemployed

This report presents the results of the study based upon an analysis of data collected regarding the 91 adolescents who completed the entire JEVS Youth Training Program and who were finally contacted and interviewed. (See Fig. 1.)

The usual difficulties encountered in a personal interview procedure were enlarged in this instance because of the absence of any indication on the file record which would distinguish between those who merely applied for the program and those who received a full course of instruction. The population was highly mobile, and individuals frequently moved several times since their contact with JEVS. Neighbors and children often proved to be a source of helpful information, and occasionally protective concern, to the research team.

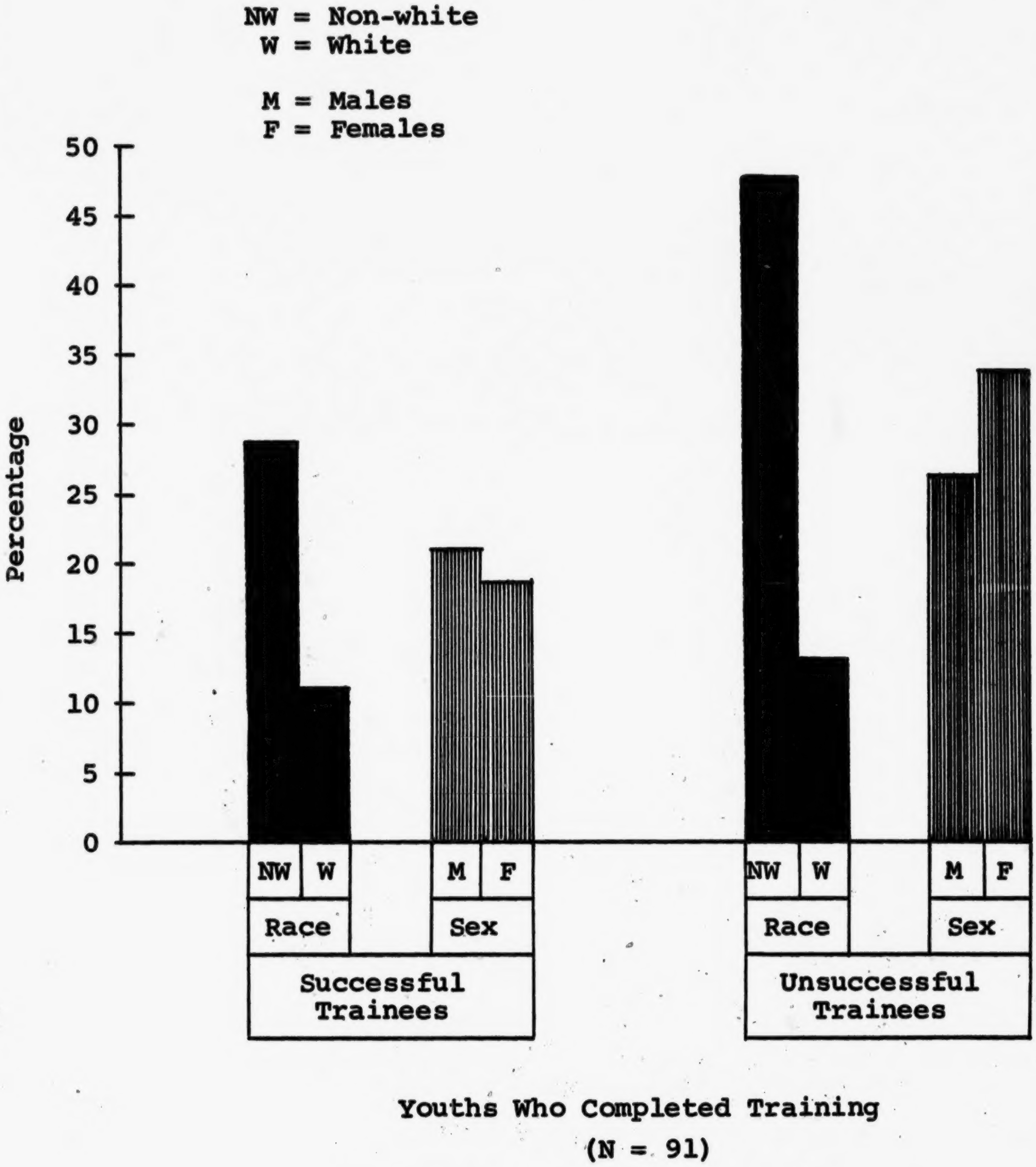

Fig. 1.--Race and sex of 36 successful and 55 unsuccessful trainees.

CHAPTER III

ANALYSIS OF THE DATA

The data collected from the three sources of information (the JEVS records, the Trainee Interview Schedule, and the Employer Interview Schedule) provided research material for a study of the four major areas of investigation. These areas were: the agency, the trainees, the employers' reactions, and community acceptance of the JEVS Training Program and the effectiveness of the demonstration features of the project. The findings of these analyses are presented individually in this report.

I. The Agency

The study of intra-agency adequacy was undertaken within a framework intended to examine the agency under two major evaluation viewpoints. This phase of the study was directed to an assessment of the agency: (1) in terms of the evaluation, training, and placement of program trainees, and (2) in terms of the staff function contribution to the total OMAT program.

The general objectives outlined in order to determine the effectiveness of the agency programs followed an assessment of procedures regarding:

1. The selection of subjects as described.
2. Provisions for adequate trainee instruction.
3. Provisions for suitable job placement.
4. Maintenance of follow-through contact with trainees.
5. Diagnosis and treatment of problems likely to interfere with adjustment.

In addition to these general objectives, the investigators were interested in a number of specific agency functions. Information was collected which explicitly or implicitly related to:

1. The interview structure.
2. Testing programs employed.
3. Philosophy of agency personnel.
4. Facilities possessed by the agency.
5. Work samples utilized in the course of instruction.
6. Preparation techniques for job hunting, interviewing, etc.
7. In-service training and orientation of personnel.
8. Preparation of employers.
9. Community awareness.
10. Coordination of all phases, personnel, lines of communication, etc.

As proposed, the data collected regarding these general objectives and specific concerns by means of interview technique were submitted to a subjective analysis within the framework of logical consistency. This analysis was in the direction of attaining the aims of the project as indicated by the initial OMAT contract. The responses given by trainees and employers permitted the investigators to draw a number of inferences regarding the agency in terms of OMAT intentions, evaluation, training and placement practices, and staff function and contribution to the total OMAT program.

A. General Objectives

Particularly noteworthy are the percentages of indicative responses given by trainees and employers to select questions relative to several of the general objectives and specific concerns held by the investigators. These figures, while reported in percentages, substantiate the inferential statements of the subjective analysis.

Regarding Item 2 from the list of general objectives (provisions for adequate trainee instruction) 78 per cent of the trainees interviewed (N=91) replied that the workshop training prepared them for employment, and 58 per cent (N=91) indicated that they wanted further workshop training. In reply to Item 3 (provisions for suitable job placement), 62 per cent of the trainees interviewed (N=91) said that they felt the program helped them to realize their employment capacities, 100 per cent (N=63) felt they were doing their best on the job or had done their best on the job, 78 per cent (N=63) felt they could hold a better job, and 62 per cent (N=63) said they were happy with their positions.

The examination of information gathered on the Employer Interview Schedule relative to the general objectives outlined in this phase of the study presented further inferential material for subjective analysis. Regarding Item 4 (maintenance of follow-through contact with trainees), for example, a number of employers interviewed indicated that trainees left their employment due to reasons possibly attributable to the degree of follow-through contact maintained with agency personnel. The mean number of follow-up visits was 1.89 (N=27) for the successful trainees and 1.65 (N=34) for the unsuccessful trainees. Fourteen per cent (N=59) of the trainees were seen by their employers as able to benefit from continuing counseling.

Statements relative to the adequacy of the agency's diagnosis and treatment of problems likely to interfere with adjustment (Item 5 of the general objectives) were forthcoming in view of the responses to several employer questionnaire inquiries. Of the employers interviewed, 25 per cent indicated there was opportunity for advancement to a higher prestige job. They expressed satisfaction with the occupational skills presented by 75 per cent of the trainees. Eighty per cent of the trainees were found able to relate to the work setting favorably, and 75 per cent of the trainees were found capable of satisfactory peer relationships.

B. Specific Concerns

When asked if they could select the training they wanted, 36 per cent (N=91) of the trainees gave a positive response. We felt this was significant information regarding the facilities possessed by the agency. In addition, 51 per cent (N=63) of the trainees felt they had the right training for their jobs.

Trainees contributed an assessment of the community awareness of the Youth Training Program (Item 9 of specific concerns) when 95 per cent (N=91) said they were interested in hearing about the program. Sixty-six per cent (N=91) said they were encouraged by their families to apply for entrance and 77 per cent (N=91) said they would recommend the program to their friends. The employers interviewed indicated they had not promoted the project program to colleagues and had not helped gain community acceptance of the program. This lack of positive action was probably an artifact of feeling the program was being well publicized.

Expressly related responses as these selected for illustration considered in the context of the complete interview sessions enabled the researchers to analyze subjectively the information gathered and form statements regarding agency effectiveness.

C. Summary

It should be indicated that the investigators had intended to evaluate each of the general objectives and specific concerns. However, the available data did not permit collection of information which could be referred to every one of the objectives and specific concerns individually. Where it was possible to relate data explicitly, or where the data implicitly provided a basis for an inferential statement, the associated information has been reported. It is unfortunate that many of the items listed for particular attention as proposed could not be isolated in this manner for discussion. These weaknesses were due to the delay in the starting time of the follow-up study.

Nevertheless, the framework of logical consistency has been maintained. This has preserved the possibility of a reasonable assessment of the agency.

The lack of relevant data for some of the general objectives and specific concerns was due to the absence of an ongoing program. To gather information regarding the counseling structure of the agency, or the philosophy of the personnel, for example, would necessitate the opportunity to observe the program in action. Furthermore, a procedure for the analysis of these data would have to be developed in order to provide for grouping and classification in generalized statements. These difficulties present considerations to be implemented in future studies proposing to evaluate these conditions.

II. The Trainee

The purpose of this second phase of the investigation was to identify characteristics distinguishing between successful and unsuccessful trainees accepted into the JEVS Youth Training Program. The trainees were studied in terms of successful versus unsuccessful employment experience, their growth resulting from their participation in the program, and their manifestation of factors which could be considered predictors of successful completion of the instruction courses. (See Fig. 2.)

A. General Hypotheses

In order to conduct this investigation, a number of research hypotheses were formulated. The researchers held that successful trainees would manifest higher intelligence quotients, a higher level of reading ability, greater manual dexterity, a higher level of social adjustment, would have completed more years of formal schooling, and would exhibit a greater degree of family stability. It was also hypothesized that successful trainees would receive workshop evaluations indicating a more satisfactory standard contract performance, would work better without supervision, manifest a greater ability to work with others, greater flexibility, and would receive higher counselor evaluations of their motivation and attitude than unsuccessful trainees. Further theoretical formulations were that successful trainees would require less supervision than unsuccessful trainees and receive less income from public assistance sources.

A retrospective experimental design was selected whereby these formulations could be empirically tested. The factors in the research hypotheses were restated as null hypotheses and the appropriate data were statistically analyzed. The procedure for this report and for each hypothesis is as follows:

a) Statement of the research hypothesis.

b) Operational definitions of the independent and dependent variables in the retrospective methodology employed.

c) Description of subjects.

d) Statement of null hypothesis.

e) Table of data relevant to the individual investigation.

f) Results of statistical analysis.

1. Intelligence of successful and unsuccessful trainees

a) Research hypothesis: Successful trainees are more intelligent than unsuccessful trainees.

b) Operational definitions: For the purpose of this investigation and all subsequent investigations within this phase of the study, the term "successful trainees" refers to those adolescents who completed the entire Youth Training Program and who were either currently employed at the time of the trainee interview, or were not employed but had returned to school as a result of the Youth Training Program. The term "unsuccessful trainees" refers to those individuals who completed the entire Youth Training Program but did not meet the above criteria. The term "intelligence" was operationally defined as the Full Scale scores attained by the trainees on the Wechsler Adult Intelligence Scale (WAIS) as administered by the JEVS and recorded in the agency's files.

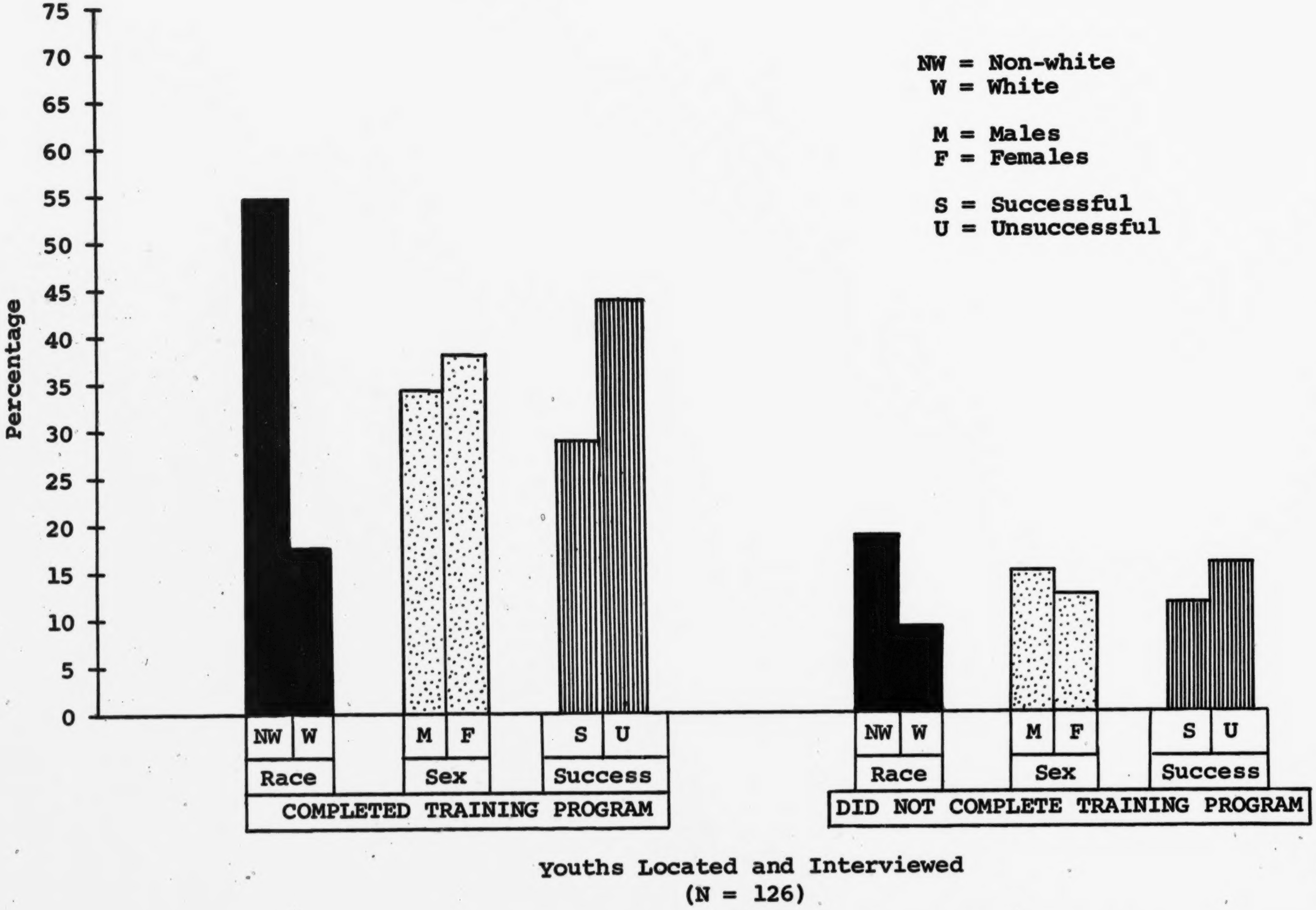

Fig. 2.--Race, sex and employment comparisons for 91 youths completing training program and 35 youths not completing training program.

c) Subjects: Wechsler Adult Intelligence Scale scores were obtained for a total of 85 trainees who completed the entire Youth Training Program. Of these subjects, 33 met the criteria of successful trainees, and 52 were regarded as unsuccessful. The group of successful trainees had a mean age of 18.39 years. Mean age for the unsuccessful group was 17.94 years. Of the successful trainees, 24 were Negroes and 9 were Caucasians. There were 41 Negroes and 11 Caucasians in the unsuccessful group. Eighteen subjects in the successful group were males and 15 were females. Twenty-four members of the unsuccessful group were males and 28 were females.

d) Null hypothesis: There is no significant difference between measured intelligence scores of successful and unsuccessful trainees.

e) Table of data: See page 22.

f) Results of statistical analysis: The nature of the data collected called for the application of the Student's t technique for statistical analysis. The index of divergence ($t = 1.4856$) was not significant at the .05 level of probability. Because acceptable confidence limits were not attained, the null hypothesis could not be rejected. The average WAIS score for the 33 successful subjects was 90.4848. The mean intelligence quotient for the 52 unsuccessful subjects was 87.0961. The total mean for the 85 subjects combined was 88.4118.

TABLE 1

IQ SCORES (WAIS FULL SCALE)

Successful Trainees		
72	86	94
76	86	95
78	87	96
80	88	96
81	88	97
81	88	99
82	90	100
83	91	103
84	91	105
84	91	110
85	92	127
		2,986

Unsuccessful Trainees			
68	81	84	93
72	82	84	96
73	82	85	96
75	82	85	96
76	82	85	99
76	83	86	99
77	83	86	100
78	83	87	100
79	83	89	100
80	84	89	103
80	84	91	108
81	84	91	110
81	84	92	122
			4,529

$N = 33$
$M_1 = 90.4848$

$N = 52$
$M_2 = 87.0961$

$N_t = 85$
$M_t = 88.4118$

$t = 1.4856$

2. Reading level of successful and unsuccessful trainees

a) Research hypothesis: The reading level of successful trainees is higher than unsuccessful trainees.

b) Operational definition: Reading level was operationally defined for the purpose of this investigation as measured by the Progressive Achievement Test (PAT) reading vocabulary and reading comprehension. An average of each trainee's reading vocabulary and reading comprehension grade level placements was taken as a reading level index.

c) Subjects: Data were available for 9 successful trainees and 9 unsuccessful trainees. The average age of the successful trainee group was 18.33 years. The average age of the unsuccessful group was 18.33 years. There were 7 Negro and 2 Caucasian trainees in each group. Five of the successful trainees were males and 4 were females. Eight of the unsuccessful trainees were males and 1 was female.

d) Null hypothesis: There is no significant difference in reading level between successful and unsuccessful trainees.

e) Table of data:

TABLE 2

GRADE LEVEL READING VOCABULARY AND COMPREHENSION AVERAGES (PAT)

Successful	Unsuccessful
4.55	3.15
5.01	4.55
5.10	4.90
5.55	5.20
6.45	7.70
6.85	8.25
7.80	8.50
8.70	8.70
9.50	10.15
59.55	61.10
$N = 9$	$N = 9$
$M_1 = 6.6166$	$M_2 = 6.7888$

$N_t = 18$
$M_t = 6.7028$

$\underline{t} = -0.1753$

f) Results of statistical analysis: Because of the nature of the data collected, the Student's *t* was applied. The *t* index of divergence was -0.1753. This did not warrant a rejection of the null hypothesis. The average grade level reading attainment for the 9 successful subjects was 6.6166. The mean grade level reading score for the 9 unsuccessful subjects was 6.7888. The total mean for the 18 subjects combined was 6.7028.

3. Manual dexterity of successful and unsuccessful trainees

a) Research hypothesis: The manual dexterity of successful trainees is greater than the manual dexterity of unsuccessful trainees.

b) Operational definition: For the purpose of this investigation, manual dexterity was operationally defined as the measurement obtained from the assembly scale of the Purdue Pegboard Test.

c) Subjects: The Purdue Pegboard Test was administered to a total of 36 applicants who later completed the entire program. Twelve were classified as successful trainees; 24 were classified as unsuccessful. Mean age of the successful group was 18.73 years. The unsuccessful group had an average age of 18.12 years. Ten Negroes and 2 Caucasians comprised the successful group. There were 18 Negroes and 6 Caucasians in the unsuccessful group. Males in the successful group numbered 3. Successful female trainees numbered 9. Three of the unsuccessful group were boys; 21 were girls.

d) Null hypothesis: There is no significant difference in manual dexterity between successful and unsuccessful trainees.

e) Table of data:

TABLE 3

ASSEMBLY RAW SCORES--PURDUE PEGBOARD TEST

Successful	
27	39
29	41
34	42
35	42
36	43
37	47
	452

Unsuccessful			
22	29	34	39
25	30	36	42
26	32	36	42
27	32	36	44
28	32	39	44
29	33	39	46
			822

$N = 12$

$M_1 = 37.6667$

$N = 24$

$M_2 = 34.2500$

$N_t = 36$

$M_t = 35.3888$

$\underline{t} = 1.5119$

f) Results of statistical analysis: The application of the Student's t yielded an index of divergence of 1.5119. This did not reach the confidence limits for rejection satisfactory to the investigators. The average assembly raw score for the 12 successful subjects was 37.6667. The mean assembly raw score for the 24 unsuccessful subjects was 34.2500. The mean score of the combined groups was 35.3888.

4. Social maladjustment of successful and unsuccessful trainees

a) Research hypothesis: Successful trainees were less likely to possess characteristics of social maladjustment than unsuccessful trainees.

b) Operational definition: For the purpose of this investigation, the presence of a police record was selected as a measure of social maladjustment.

c) Subjects: Information regarding the presence or absence of a police record was available for 35 successful and 54 unsuccessful trainees. The mean age of the successful group was 18.34 years. Average age of the unsuccessful group was 17.98 years. Ten of the successful trainees were Caucasians; 25 were Negro. Of the unsuccessful trainees, 12 were Caucasian and 42 were Negro. Sixteen of the successful group and 30 of the unsuccessful group were boys. There were 19 girls in the successful group and 24 in the unsuccessful group.

d) Null hypothesis: There is no statistically significant difference in the number of successful trainees with a police record and the number of unsuccessful trainees with a police record.

e) Table of data: See Table 4.

TABLE 4

SOCIAL ADJUSTMENT OF SUCCESSFUL VERSUS UNSUCCESSFUL TRAINEES

	Successful	Unsuccessful	
Police record	12	15	27
No police record	23	39	62
	35	54	89

$X^2 = 1.7334$

f) Results of statistical analysis: The data collected for this investigation were at the nominal level of measurement. Consequently, the chi-square technique for two independent samples was selected as the appropriate test of the null hypothesis. The X^2 index of divergence obtained was 1.7334. The null hypothesis could not be rejected at the .05 level of probability. The difference between successful and unsuccessful trainees implied in the research hypothesis could not be accepted as a greater than chance difference.

5. Grade level of successful and unsuccessful trainees

a) Research hypothesis: Successful trainees have had more formal education than unsuccessful trainees.

b) Operational definition: In this investigation, formal education was defined as the actual number of school years completed by each subject.

c) Subjects: Data regarding years of schooling were available for 35 successful and 55 unsuccessful subjects. Group age averages of the successful and unsuccessful trainees were 18.37 years and 17.96 years respectively. There were 10 Caucasians and 25 Negroes in the successful group, and 12 Caucasians and 43 Negroes in the unsuccessful group. Eighteen of the successful trainees were males; 24 of the unsuccessful trainees were males. Seventeen of the successful and 31 of the unsuccessful trainees were females.

d) Null hypothesis: There is no statistically significant difference in grade level between successful and unsuccessful trainees.

e) Table of data:

TABLE 5

EDUCATIONAL ATTAINMENT

Successful		Unsuccessful	
Grade	Frequency	Grade	Frequency
7	4	6	3
8	7	7	4
9	6	8	11
10	6	9	14
11	5	10	9
12	6	11	8
13	1	12	6
338	N=35	510	N=55

$M_1 = 9.66$ $M_2 = 9.27$

$t = 1.0552$

f) Results of statistical analysis: Student's t was applied to the data collected as a test of significance. The obtained index of divergence was 1.0552. The null hypothesis was not rejected. The difference in grade level between successful and unsuccessful trainees, as expressed in the research hypothesis, could not be accepted as a greater than chance difference.

6. Family instability of successful and unsuccessful trainees

a) Research hypothesis: There is a lower incidence of family instability among successful trainees than among unsuccessful trainees.

b) Operational definition: For the purpose of this investigation, family instability was operationally defined as situations in which the parents of the trainee were divorced, separated (whether legally or not), where one parent deserted the family, or where the parents were not legally married.

c) Subjects: Data regarding parental marital status of trainees were collected for 32 successful subjects and 51 unsuccessful subjects. There were 23 Negro and 9 Caucasian subjects in the successful group, and 39 Negro and 12 Caucasian subjects in the unsuccessful group. The mean ages of trainees in the successful group and unsuccessful group were 18.44 years and 17.53 years respectively. Seventeen of the successful group were boys; 15 were girls. Boys and girls in the unsuccessful group numbered 23 and 28 respectively. An additional item of information pertinent to this particular investigation was the average number of siblings for the successful and unsuccessful trainees. The average number of siblings for the successful group was 4.45. The average for the unsuccessful group was 5.66.

d) Null hypothesis: There is no statistically significant difference in the incidence of family instability between successful and unsuccessful trainees.

e) Table of data:

TABLE 6

FAMILY INSTABILITY

	Successful	Unsuccessful	
Indication of instability	11	17	28
No indication of instability	21	34	55
	32	51	83

$X^2 = .0198$

f) Results of statistical analysis: A 2x2 table of data was constructed and the two-sample chi-square test for unrelated data was applied. The resulting X^2 index of divergence was .0198. This value did not reach the .05 level of probability previously established. The null hypothesis could not be rejected.

B. Workshop Evaluation

1. Standard contract performance of successful and unsuccessful trainees

a) Research hypothesis: Successful trainees have more satisfactory contract performance than unsuccessful trainees.

b) Operational definition: For the purpose of this investigation, standard contract performance consisted of ratings of performance assigned by the training program personnel. The procedure employed to dichotomize subjects as satisfactory or unsatisfactory in their performance was to draw this information from the appropriate question on the trainee or employer interview schedule. Copies of these schedules are included in the appendices. The same procedure was followed in subsequent dichotomous classifications of trainees.

c) Subjects: Data for this section of the trainee study were available for 18 successful and 33 unsuccessful youths. The average age of the successful group was 18 years. Average age of the unsuccessful group was 17.88 years. The successful group contained 6 Caucasian trainees and 12 Negro trainees. The unsuccessful group had 7 Caucasian and 26 Negro trainees. Eleven of the successful group were boys and 7 were girls. Eighteen of the unsuccessful trainees were boys and 15 were girls.

d) Null hypothesis: There is no significant difference between the numbers of successful and unsuccessful trainees whose contract performance is judged satisfactory.

e) Table of data:

TABLE 7

STANDARD CONTRACT PERFORMANCE

	Successful	Unsuccessful	
Satisfactory	18	27	45
Unsatisfactory	0	6	6
	18	33	51

$$X^2 = 2.1644$$

f) Results of statistical analysis: The data collected for this phase of the investigation was at the nominal level of measurement. The two-sample chi-square technique was the appropriate test for this hypothesis. Analysis of the data available yielded an index divergence of 2.1644. The null hypothesis was not rejected since the level of confidence established by the researchers was not reached.

2. Workshop supervision of successful and unsuccessful trainees

a) Research hypothesis: Successful trainees are more frequently cooperative with workshop supervisors than unsuccessful trainees.

b) Operational definition: Cooperation with workshop supervisor in this investigation was operationally defined as the positive or negative rating given each trainee by his workshop director.

c) Subjects: Supervisor judgments were collected for 48 trainees who completed the entire JEVS Youth Program. Seventeen were successful and 31 were unsuccessful. The average age of the successful trainees was 18 years. Mean age of the trainees who were unsuccessful was 17.23. Of the successful trainees, 8 were Caucasian and 9 were Negro. There were 7 unsuccessful Caucasian trainees and 24 unsuccessful Negro trainees. Ten boys and 7 girls comprised the successful group, while 14 boys and 17 girls comprised the unsuccessful group.

d) Null hypothesis: The incidence of supervisor cooperation ratings is higher for successful than for unsuccessful trainees.

e) Table of data:

TABLE 8

WORKSHOP SUPERVISION

	Successful	Unsuccessful	
Cooperative	17	22	39
Non-cooperative	0	9	9
	17	31	48

$$X^2 = 4.3182$$

$$\underline{p} > .05$$

f) Results of statistical analysis: The data collected were arranged in a 2x2 table for analysis by the chi-square two-sample test for unrelated data. The obtained X^2 index of divergence was 4.3182. Since this reached the .05 level of probability established by the investigators, the null hypothesis was rejected and the research hypothesis implying that successful trainees were more cooperative was accepted within the corresponding confidence interval.

3. Independence of supervision of successful and unsuccessful trainees

a) Research hypothesis: Successful trainees work more independently than unsuccessful trainees.

b) Operational definition: Independence of supervision for the purpose of this investigation was defined operationally according to the workshop supervisor's judgment of whether trainees did or did not consistently seek his direction.

c) Subjects: Supervisor evaluations were available for 45 youths who completed the entire course of instruction. Fifteen were successful; 30 were unsuccessful. The average age of the trainees in the successful group was 17.93 years. Average age of the group of unsuccessful trainees was 17.80 years. In the successful group there were 10 Negro youths and 5 Caucasians. In the unsuccessful group, there were 23 Negro and 7 Caucasian youths. Nine of the successful trainees were boys; 6 were girls. There were 13 boys and 17 girls in the unsuccessful group.

d) Null hypothesis: There is no significant difference in the number of successful and unsuccessful trainees who worked without consistent requests for direction.

e) Table of data:

TABLE 9

INDEPENDENCE

	Successful	Unsuccessful	
Sought supervision	11	15	26
Did not seek supervision	4	15	19
	15	30	45

$$X^2 = 1.3778$$

f) Results of statistical analysis: Because this information was recorded at the nominal level of measurement, the data was arranged in a 2x2 table and analyzed by the chi-square technique for two independent samples. The resulting X^2 value was 1.3778. The null hypothesis could not be rejected at the .05 level of probability.

4. Successful and unsuccessful trainee ability to work with others

a) Research hypothesis: Successful trainees are more likely to be individuals who work well with fellow workers than unsuccessful trainees.

b) Operational definition: Ability to work with others was operationally defined for this investigation as the evaluation by the workshop supervisor regarding the trainee's cooperation with his fellow workers.

c) Subjects: Supervisor judgments of ability to cooperate with fellow workers were gathered on 15 successful and 27 unsuccessful workers. Average ages of the two groups were 18.06 years for the successful group and 17.86 years for the unsuccessful group. Of the successful trainees, 7 were Negro and 8 were Caucasian. Seven of the unsuccessful trainees were Negro; 20 were Caucasian. There were 10 boys and 5 girls in the successful, and 12 boys and 15 girls in the unsuccessful group.

d) Null hypothesis: There is no significant difference in the frequency of cooperative evaluations given to successful and unsuccessful trainees.

e) Table of data:

TABLE 10

WORKER COOPERATION

	Successful	Unsuccessful	
Cooperative	15	26	41
Non-cooperative	0	1	1
	15	27	42

$X^2 = .0911$

f) Results of statistical analysis: The data gathered were arranged in a 2x2 chi-square table and analyzed as unrelated data for two samples. The X^2 index of divergence obtained was .0911. The null hypothesis could not be rejected since probability did not extend the region of rejection established by the investigators. The research hypothesis that successful trainees are more frequently judged as cooperative with their fellow workers could not be accepted.

5. Successful and unsuccessful trainee flexibility

a) Research hypothesis: Successful trainees are more likely to be flexible individuals than are unsuccessful trainees.

b) Operational definition: For the purposes of this investigation, flexibility was operationally defined as the workshop supervisor's evaluation of the trainee's flexibility in work habits.

c) Subjects: Workshop supervisors' evaluations of trainee flexibility were obtained for a total of 34 trainees who completed the entire Youth Training Program. Twelve trainees were successful and 22 trainees were unsuccessful. Successful trainees had a mean age of 17.58 years. Mean age for the unsuccessful trainees was 17.68 years. Of the successful trainees, 7 were non-white and 5 were Caucasians. Sixteen of the unsuccessful group were non-white and 6 were Caucasians.

Nine successful trainees were male and 3 were female. Twelve of the unsuccessful trainees were male and 10 were female.

d) Null hypothesis: There is no significant difference between the number of successful and unsuccessful trainees who were rated as flexible.

e) Table of data:

TABLE 11

FLEXIBILITY

	Successful	Unsuccessful	
Flexible	10	12	22
Non-flexible	2	10	12
	12	22	34

$X^2 = 1.6981$

f) Results of the statistical analysis: Since the information was recorded at the nominal level of measurement, the data were arranged in a 2x2 table and analyzed by the chi-square technique for the two independent samples. The resulting X^2 value was 1.6981. The null hypothesis could not be rejected at the .05 level of probability.

6. Successful and unsuccessful trainee motivation

a) Research hypothesis: Successful trainees are more likely to show good signs of motivation than are unsuccessful trainees.

b) Operational definition: For the purposes of this study, motivation was operationally defined as the evaluation of trainee motivation by the workshop supervisors.

c) Subjects: Workshop supervisors' evaluations of trainee motivation were obtained for a total of 47 trainees who completed the entire Youth Training Program. There were 17 successful trainees and 30 unsuccessful trainees. The mean age of the successful trainees was 18.06 years. The unsuccessful group of trainees had a mean age of 17.83 years. Eleven successful trainees were Negroes and 6 were Caucasians. Twenty-three unsuccessful trainees were Negroes and 7 were Caucasians. Of the successful trainees, 10 were males and 7 were females. Fourteen unsuccessful trainees were males and 16 were females.

d) Null hypothesis: There is no significant difference in the number of successful and unsuccessful trainees judged as showing good signs of motivation.

e) Table of data:

TABLE 12

MOTIVATION

	Successful	Unsuccessful	
Motivation	15	20	35
No motivation	2	10	12
	17	30	47

$X^2 = 1.6418$

f) Results of the statistical analysis: The data were recorded as nominal and hence were arranged in a 2x2 table and analyzed by the chi-square technique for two independent samples. The resulting X^2 value was 1.6418. The null hypothesis could not be rejected at the .05 level of probability.

7. Successful and unsuccessful trainee work attitudes

a) Research hypothesis: Successful trainees are more likely to demonstrate a positive work attitude than are unsuccessful trainees.

b) Operational definition: For the purpose of this investigation, work attitude was operationally defined as the workshop supervisor's evaluation of the trainee's work attitudes.

c) Subjects: Data were available for a total of 45 trainees who completed the entire Youth Training Program. There were 17 successful trainees and 28 unsuccessful trainees. The successful trainees had a mean age of 18.06 years. The unsuccessful trainees had a mean age of 17.86 years. Of the unsuccessful trainees, 21 were Negroes and 7 were Caucasians. Of the successful group, 11 were Negroes and 6 were Caucasians. Ten of the successful trainees were male and 7 were female. Fourteen of the unsuccessful trainees were males and 14 were females.

d) Null hypothesis: There is no significant difference in the number of successful and unsuccessful trainees demonstrating a positive work attitude.

e) Table of data:

TABLE 13

ATTITUDES

	Successful	Unsuccessful	
Positive	12	18	30
Negative	5	10	15
	17	28	45

$$X^2 = .1182$$

f) Results of the statistical analysis: Since the information was recorded at the nominal level of measurement it was arranged in a 2x2 table and analyzed by the chi-square technique for two independent samples. The resulting X^2 value was .1182. The null hypothesis could not be rejected at the .05 level of probability and the research hypothesis could not be accepted to indicate a significant difference between the two groups.

8. Sources of income for families of successful and unsuccessful trainees

a) Research hypothesis: A comparison of total family income for families of successful and unsuccessful trainees will show that families of successful trainees will have a higher average income than families of unsuccessful trainees.

b) Operational definition: Total family income refers to the amount recorded for the total income per month of trainee families upon each adolescent's application for acceptance into the JEVS Youth Training Program.

c) Subjects: Successful trainees for whom income information was available numbered 44. This information was available for 17 successful and 27 unsuccessful trainees. Average ages for trainees whose families were evaluated were 18.35 years for successful trainees and 18.04 years for unsuccessful trainees. Four Caucasians and 13 Negroes comprised the successful trainee group, and 10 Caucasians and 17 Negroes made up the unsuccessful trainee group. Of the successful trainees, 11 were boys and 6 were girls. There were 11 boys and 16 girls in the unsuccessful trainee group. It should also be noted that the average number of siblings in the successful group was 5.06, and the average number of siblings in the unsuccessful group was 5.12.

d) Null hypothesis: There is no significant difference in family income between families of successful and families of unsuccessful trainees.

e) Table of data: See Table 14.

f) Results of statistical analysis: The nature of the data collected called for the application of the Student's t technique for statistical analysis. The index of divergence ($t = -.3269$) was not significant at the .05 level of probabil-

TABLE 14

FAMILY INCOME

Successful		Unsuccessful		
$ 24	$250	$ 0	$194	$400
68	280	45	200	416
100	296	75	210	420
130	320	110	216	440
160	400	110	225	560
160	600	115	250	600
180	600	160	280	678
192	900	169	293	800
192		192	293	880
	$4,852			$8,331
N=17		N=27		

$t = -.3269$

ity. The null hypothesis was not rejected.

C. Summary

The purpose of this section of the study was to identify characteristics distinguishing between successful and unsuccessful trainees. The researchers isolated 14 variables related to the trainees and their work experiences. It was hypothesized that significant differences would appear between groups of successful and unsuccessful youths when compared on each of these variables. The factors which yielded statistically significant differences could be incorporated into predictive statements regarding successful or unsuccessful completion of the training program.

Of the 14 hypotheses tested, only one revealed a significant difference between successful and unsuccessful groups of trainees. The researchers hypothesized that successful trainees would be judged cooperative by their supervisors more frequently than would unsuccessful trainees. This hypothesis was accepted when the null hypothesis formulated for testing was rejected at the .05 level of probability.

This finding, that successful trainees were found to be more cooperative than unsuccessful trainees, may be subject to closer examination. The immediate interpretation was that successful trainees express a greater willingness to learn and a greater desire to be employed. On the other hand, cooperative ratings may have been given to those trainees who manifested a high degree of docility and submissiveness. The personality characteristics of docility and submissiveness may have been the actual factors accounting for the cooperative ratings and for continued employment.

No significant differences were found between successful and unsuccessful trainees when compared on the variables of intelligence, grade attainment, reading comprehension and vocabulary averages. However, an interesting aspect appeared following combined comparisons for both groups between actual grade attainment and reading ability. (See Fig. 3.) Both groups of trainees had approximately nine years schooling with average reading abilities commensurate with mid-sixth grade achievement. The successful trainees were slightly

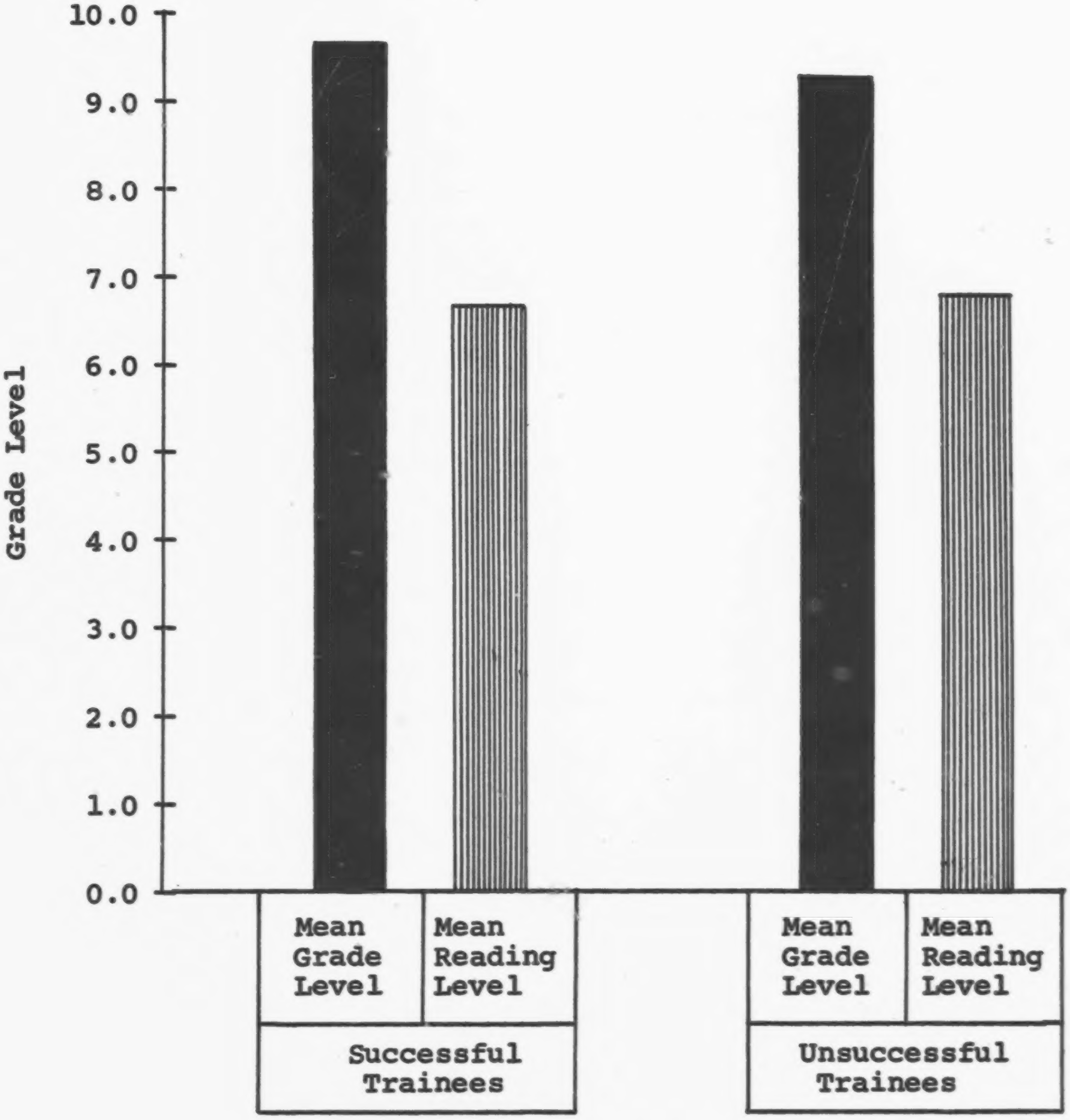

Fig. 3.--Comparison of average reading grade level for 9 successful and 9 unsuccessful subjects with average grade level attainment of 35 successful and 55 unsuccessful subjects.

higher on the grade attainment variable, while the unsuccessful trainees were slightly higher on the reading variable.

The aspect of this comparison which the researchers felt worthy of attention was the 2½-year difference between reading ability and grade attainment for both groups. This point became more meaningful when intelligence test scores were presented graphically in cumulative percentage curves. (See Fig. 4.) Intelligence test scores were slightly higher for the successful group. However, thought must be given to the question whether the reading averages reflected the intelligence scores or whether the intelligence scores reflected the reading averages. There seemed to be adequate indication that a reading improvement program would benefit both groups. The incorporation of such an educational feature into training programs may be a recommendation of considerable advantage to youths.

III. The Employer

The third major component of the employment triad selected for study as proposed in this follow-up research was the employer. The need for employer understanding of the efforts made by vocational rehabilitation agencies has long been recognized by workers in fields allied with employment training and procurement services. Educational programs designed to encourage employers to hire the disadvantaged have been effective to a considerable degree. And, in this way, a measure of cooperation has been extended to the people most concerned with the expansion of work opportunities. Many employers are aware of the contribution they make to society by their willingness to accept referrals from vocational services.

Possibly the greatest strides in the direction of expanded work opportunity for the disadvantaged, however, may be made by the employers themselves. Employers have granted an admirable degree of cooperation by alteration of hiring practices, but participation in the work of community encouragement may be the most untapped area of assistance. The extent to which satisfied employers promote vocational agencies to their colleagues may be a determining factor in community acceptance of training programs.

This section of the follow-up study of the Saint Louis JEVS Youth Training Program was directed to an evaluation of the employers' relationship with the Program. The study proceeded to examine:

1. Employer reaction to individual youths served by the JEVS program with whom he had contact.
2. Employer advancement of community acceptance and interest in the JEVS program.

The approach is intended to be sequential; a study of employer satisfaction with youths trained by JEVS, and a study of employer promotion of the Youth Training Program and similar services within the community.

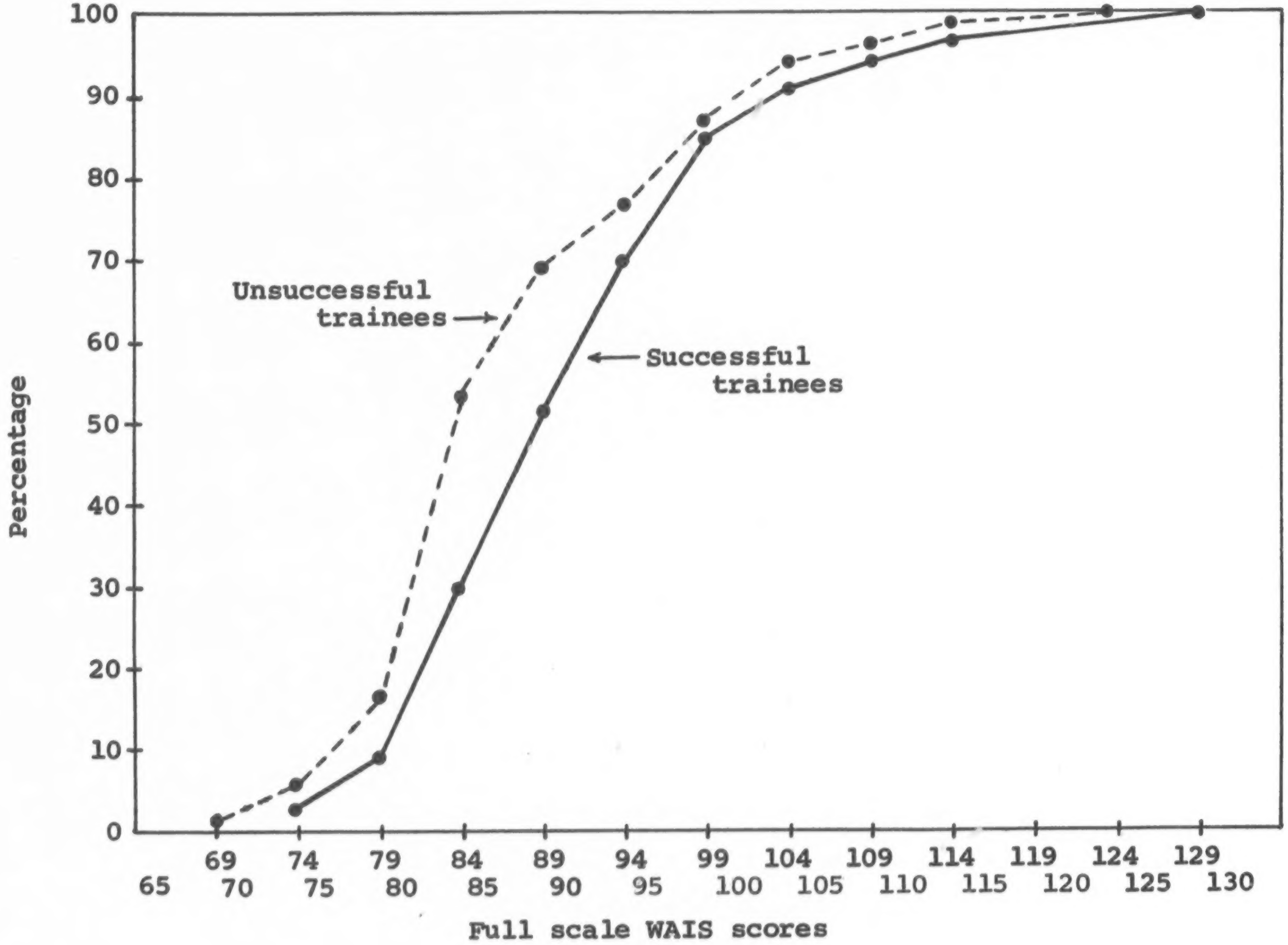

Fig. 4.--Cumulative percentage polygons for 33 successful and 52 unsuccessful trainees based on full scale WAIS scores.

The agency-employer relationship contains a potential force of influence upon the Youth Training Program. Discussion between employers and agency personnel provided an opportunity to modify specific instruction practices.

A. General Objectives

This study proposed to contribute information to these issues by an examination of selected general objectives and specific concerns. The general objectives established for this study were:

1. To determine the employers' roles, OMAT services, and community responsibilities in meeting problems within the program.
2. To determine employer assessment of trainees in the program.
3. To appraise the employers' placement of trainees according to their training in the program.

An examination of the data collected on the employer interview schedules permitted the researchers to draw some conclusions regarding these objectives.

Replies from employers which the team of interviewers gathered indicated that most employers felt that trainees should receive special consideration. However, this feature was extended to those trainees who were in the successful group more often than to those who were in the unsuccessful group. Most of the employers interviewed had a favorable attitude toward the OMAT services rendered by the Youth Training Program. This appraisal of OMAT services was also found more frequently in employer responses regarding the successful trainees. In spite of employer responses indicating an awareness of the special consideration desirable for trainees and satisfaction with the JEVS Training Program, the employers interviewed did not attempt to inform their business colleagues of the program, nor did they make active efforts to encourage community acceptance of the program.

In view of the analysis of the reports collected, the statement may be made that employers frequently fulfilled a role consistent with the expectations of agency personnel by showing particular consideration to trainees. The matter of employer participation in community education to the services rendered by the JEVS was far less encouraging.

The interview method of collecting data called for an individual assessment of each trainee by his employer. This procedure was followed and information was collected for all trainees whether they were currently working or not. In this way, employers who were associated with trainees at any time contributed to the present report.

An examination of the individual trainee evaluations revealed a generally favorable employer-trainee relationship. It is noteworthy, however, that this favorable relationship was most often found in situations where the trainee was currently employed, even if not employed by the particular employer interviewed. The inference implied is that successful trainees tend to possess characteristics more acceptable to employers. It may be premature to accept such an interpretation as valid without further investigation of the employer-trainee relationship.

The mere fact that a trainee was currently employed by a firm, or gave evidence of continuing employment with that firm may have strongly influenced the employer's impression of him. Control of this variable may present an important factor for empirical testing and incorporation into future follow-up research designs. The reader may keep this consideration in mind regarding the findings of this section of the report.

An over-all appraisal of success in placing youths served by the training program may be gained by examination of employer responses to two interview items in particular. Only one of the successful trainees was considered unemployable, and none of the unsuccessful trainees was judged to be definitely unemployable by employers. However, employers of 12 unsuccessful trainees were uncertain regarding future employability. The implication reflected upon the trainees' capacity for employment, not upon their placement in particular occupations. This implication was supported by employer responses to the question regarding permanent employment under supervision. The employers definitely did not believe permanent employment to be beyond a successful trainee, although 4 were judged as uncertain. Of the 55 unsuccessful trainees, employers regarded permanent employment with supervision as uncertain for 20 and possible for 7. However, the chance of a permanent occupation was not ruled out for any of the subjects. Again, the direction of the responses given by employers was to the adequacy of the trainee and not to the problem of placement. From the information available, the general subjective statement may be made that the adequacy of placement did not present a notable problem to the efficiency of the JEVS Youth Training Project.

B. Specific Concerns

Within this section of the follow-up study, a number of specific concerns were proposed for investigation by the researchers. It was the intention of the research team to incorporate information drawn from employers into a statement of appraisal related to several issues of special interest to the study. These specific concerns were the following:

1. Each employer's satisfaction with each trainee's occupational skills.
2. Employer's and contractor's evaluation of trainee's ability to relate to supervisors, peers, and work setting.
3. Assessment of job in terms of opportunity for advancement.
4. Relations of demands of job obtained to potential of each trainee.
5. Reasons for leaving job of trainees no longer employed.
6. Predictions as to future of each trainee in regard to his ability to hold appropriate employment.
7. Employer's recommendation for improvements in preparation of trainees.

2

8. Absence record of each trainee.
9. Hourly rate, weekly income of each trainee.

As in the follow-up study of the agency, data drawn from the employer interview schedule is reported in percentages. This procedure provides a rationale for the statements offered. Special mention is made regarding findings which are particularly worthy of note, following the method of analysis as proposed. In addition, statistically significant differences between groups are given attention.

Regarding Item 1 of the specific concerns (employer satisfaction with trainee occupational skills), there was general satisfaction with trainee occupational skills with 71.67 per cent of the trainees receiving a positive response from their employers. However, differences existed between employer evaluations of successful and unsuccessful trainees. Successful trainees were perceived to be more efficient in arranging and utilizing work materials, having acceptable math skills, and possessing the ability to meet job requirements.

The ability of trainees to relate to supervisor, peers, and work setting (Item 2 of specific concerns) was viewed favorably by employers and contractors. Of the assessments collected, 91.67 reflected a favorable view of the trainees. Noticeable differences existed between employer evaluations of successful and unsuccessful trainees. The successful group tended to offer less passive resistance to some tasks, tended to work more effectively in an unsupervised setting, sought help more frequently when necessary, and displayed an ability to accept constructive criticism to a better degree than the unsuccessful trainee.

Regarding Item 3 of the specific concerns proposed for study by the researchers (the assessment of opportunity for advancement), the employer questionnaires yielded information reflecting a satisfactory evaluation of the trainee who had completed the Youth Training Program. All of the employers interviewed expressed a favorable judgment of trainees' grooming, appearance, and speech. A difference appeared between successful and unsuccessful groups in the amount of improvement in speed and quality of work with the unsuccessful group judged negatively.

The possibility of job advancement was evaluated further in light of whether or not employers felt the trainees could function effectively in more advanced settings. These data indicated that the employers questioned generally felt that their trainees could perform more demanding jobs. However, a divergence existed between the assessed potential of successful and unsuccessful trainees. Employers more often expressed optimism for successful than for unsuccessful trainees.

The relation of the demands of the job obtained to the trainee's potential (Item 4 of specific concerns) was analyzed following an examination of employer responses to three questions. Employers felt that all of their successful trainees had the ability to perform the job in which they were placed and that 78.36 per cent of the successful trainees did not need more training. A considerably less frequent uncertain judgment was given successful trainees regarding their job placement.

Two reasons unsuccessful trainees were no longer employed (Item 5 of specific concerns), according to the employers interviewed, were that only 25.93 per cent of the unsuccessful trainees had a desire to remain employed while 37.04 per cent of the unsuccessful trainees were considered to have lost interest when the newness of a job faded. This finding presented a contrast to those for the successful group. The percentage of successful trainees who were judged to have a desire to remain employed was 87.88 per cent. Only 18.18 per cent of the successful trainees were considered to have lost job interest. In addition, employer comments generally indicated that successful trainees more often understood procedures and grasped directions more readily. Most contrasting was the ability of the successful group to retain procedures that were previously explained.

A prediction as to the future of each trainee in regard to his ability to hold appropriate employment (Item 6 of specific concerns) may be inferred in an inverse fashion from the frequency of uncertain responses given by employers when asked whether trainees were actually employable. None of the successful trainees received an uncertain evaluation as regards future employability, while 74.07 per cent of the unsuccessful trainees received this evaluation. When the factor of adequate supervision was included as a part of the question, 6.06 per cent of the successful and 36.36 per cent of the unsuccessful trainees were considered to have a doubtful employability.

Employers recommended changes in trainee preparation (Item 7 of specific concerns) for 70 per cent of the total number of youths who completed the Youth Training Program. More training was recommended for 55 per cent of the trainees, and more workshop training was recommended for 30 per cent of the trainees. Increased utilization of work samples was suggested for 8.57 per cent of the trainees and the advantages of classroom periods were recommended for 3.33 per cent of the total group.

Information related to Item 8 of the specific concerns proposed for follow-up study (attendance at work) was collected for a comparison of the successful and unsuccessful trainees. Employers judged 84.85 per cent of the successful trainees as regular in attendance and 96.97 per cent as punctual. In contrast, 62.96 per cent of the unsuccessful trainees were evaluated as regular workers, while 77.78 per cent were judged to be punctual.

The hourly rate of pay and weekly income of each trainee (Item 9 of specific concerns) were recorded, and this information presented data for comparisons between successful and unsuccessful trainees. The average hourly rate paid to successful trainees was $1.31. Unsuccessful trainees received an average hourly pay of $1.23. Considering that variations in the number of hours each trainee worked per week would vary the weekly wage figure for each trainee, the research team also recorded the average weekly income for the trainees. It was found that the average weekly income of successful trainees was $53.06, and the average weekly income of unsuccessful trainees was $50.17. These comparisons show a consistency of wage scale between the hourly rate and weekly income for successful and unsuccessful trainees. The fact that equality appears between the hourly rate and weekly income of successful and unsuccessful trainees suggests that this factor is not a decisive influence relative to continuity of employment.

C. Summary

The purpose of the third phase of the follow-up study of the Saint Louis JEVS Youth Training Program was concerned with an evaluation of the employers' assessment of the agency's effectiveness in job training. Here a determination of the interaction between the employer and the employee was undertaken.

Several significant variables were considered in this section. The general awareness among employers concerning the project's efforts at placing prospective employees was indicated in the responses to the questions regarding promotion of the training program among colleagues. The employers felt there was no need to promote the program further. They simply assumed that their colleagues were well informed.

The assessment procedure for this phase of the study proceeded on an individual basis. The analyses of all the employers' evaluations of trainees made it possible to obtain a more comprehensive view of characteristics which employers tend to consider necessary in job situations. These characteristics may be described in terms of skills and/or adaptability factors. The direction of responses given by the employers was toward the adequacy of the trainee.

As noted in the body of this section, employers expressed a general satisfaction with the occupational skills for 71.67 per cent of the trainees. As was further indicated, 91.67 per cent of the trainees, as evaluated by their employers, related favorably to their supervisors, peers, and work setting.

The employer responses to the question regarding dress and appearance of the trainees indicated a favorable judgment for all trainees.

Regarding the question of potential advancement in terms of salary and prestige job opportunities, the indication was that all the successful employees were rated positively by their employers.

It is interesting to note that a majority of the trainees and employers recommended that there was a need for a more extended training program than that provided by JEVS.

This section presented an analysis of additional variables which reflected further differences between the successful and unsuccessful groups. Perhaps the most meaningful findings presented in this section, however, were the differences between successful and unsuccessful trainees on the issues of job interest and desire to remain employed. The respective percentages presented notable contrasts for the two groups.

IV. Effectiveness of the Demonstration Features of the Project

The purpose of this section of the follow-up study was to survey in as much depth as feasible the degree to which the demonstration project succeeded in modifying the behavior of the youths served. In this way, it was hoped that the Youth Training Program may have assisted in overcoming, for example, habit patterns which detracted from an individual's employability. The researchers were particularly interested in showing whether the program influenced changes in the way of life, the value systems, and the attitudes of the youths served. The theoretical end of such modifications of behavior was that the benefits of the Youth Training Program would encourage young people to assume roles as contributors to society.

Ideally, the experimental design of this investigation would call for three groups of young people matched as closely as possible on relevant variables of age, sex, race, formal education, intelligence, and family background factors. Delayed interview procedures would permit the possible latent benefits of the Youth Training Program to appear. The three groups would be comprised of youths who completed the entire JEVS Youth Training Program, youths who were serviced to some extent but did not complete the program, and a matched control group of youths who had no association with the personnel or training features of the program. This design would incorporate the considerations required to test the influence of even limited association with JEVS.

Realizing the advantages of such an experimental design, but recognizing the practical limitations preventing its execution with the present study, the researchers proceeded to evaluate the effectiveness of the demonstration features of the project without the control group suggested above. The present report is based on findings from the two groups for which data were available. These groups consisted of trainees who completed the entire Youth Training Program and trainees who were serviced to at least some extent by the JEVS program but did not complete the entire course of training.

The limitations of an evaluation based on a comparison of these two groups are apparent. The total number of youths involved in the comparison had some, if only limited, association with the JEVS. Unfortunately, the benefits of the relatively limited assistance given cannot be compared with youths who had no association with the agency. The advantages of this limited service will continue to remain an unanswered question.

Within the scope of these limitations, the researchers evaluated the data collected on these two groups of youths. In this final section of the analysis of the data, descriptive terminology was adapted to discriminate the groups. Group I, comprised of youths who received some degree of service from the JEVS, was designated by the term "youths counseled." Group II, comprised of youths who completed the entire Youth Training Program, was designated by the term "youths trained."

A comparison of these two groups on several variables was possible as an estimation of the benefits of the JEVS program. These variables were selected for investigation because of their relevance to the issue of assisting youths to assume roles as contributors to society. Those factors which were considered as indicants of progress in a positive direction were chosen to constitute this series of variables. Specifically, the variables proposed for investigation were:

1. Number of arrests.
2. Average weekly earnings.
3. Agency assistance.
4. Attitudes toward education.
5. Attitudes toward work.
6. Source of income (especially whether from public assistance or earnings).

Data on each of these variables were collected and analyzed in an appropriate manner. Because of the small amount of data available, particularly for the youths who did not complete the entire training program, the decision was made to report these findings as averages and comparative percentages.

1) Number of arrests: 39.39 per cent of Group I had police records, while 69.66 per cent of those contacted in Group II had police records.

2) Average weekly earnings: Group I had an average monthly income of $323.91. The average monthly income of Group II was $299.59.

3) Agency assistance: A comparison of the average amount of financial assistance received from public agencies showed that youths trained were higher in this regard than youths counseled. Group II received an average monthly income of $117.08 from public assistance sources. The average income from these sources for Group I (youths counseled) was $117.00.

4) Attitude toward education: Of the youths counseled, 25.71 per cent returned to school, while 7.69 per cent of the youths trained returned to school. This difference in favor of the youths counseled reflects the work of JEVS personnel in a favorable manner. A suggested recommendation was made that continuing encouragement to return to formal education may be effective among youths during the course of an instruction program.

5) Attitudes toward work: An indication of the development of attitudes toward work was drawn from a comparison of the percentages of youths counseled and youths trained. Of the youths trained, 32.96 per cent were employed upon interview. These were classified as successful trainees for the purposes of the investigations presented earlier in this

report. Of the youths counseled, 20 per cent were employed at the time of the interview. The higher percentage of youths trained who were working was a convincing argument for the employment benefits of the JEVS program.

6) Sources of income: Of the youths counseled for whom these data were available, 5.71 per cent relied on public assistance for at least a part of their income. Of the youths trained, 14.29 per cent relied on public assistance agencies for at least a part of their income. These figures must be related to the average amount of financial aid from such sources (presented in Item 3).

Summary

This section of the research had been directed to an evaluation of variables which reflected how youths moved toward incorporation in society. The issues with which the researchers were concerned centered around the modification of behavior. The investigation proposed to examine possible changes in the value systems of the trainees which would encourage young people to become contributing members of the community. Due to the absence of a strict, non-treatment control group, these benefits could not be rigorously tested. However, a comparison was drawn between groups of youths who had the advantages of association with the JEVS personnel for a longer period of time.

Two of the variables investigated presented indications that the JEVS has been active in the preparation of young people for roles as participants in a stable community life. Percentages were higher for the youths trained on the variable of employment at time of interview. A relatively high percentage of youths counseled at the JEVS returned to school. The inference was drawn that counseling encouraged many applicants to continue their education and that training was valuable for those who wanted to begin their vocational careers.

The higher percentage of youths with police records in this group indicated the characteristics of this "hard core" population. It must be pointed out that Group II was comprised entirely of individuals whom the JEVS personnel perceived as needing the services of a vocational training program. In light of these considerations, the work of JEVS as an agency devoted to the recovery of youth potential, must be praised.

CHAPTER IV

GENERAL SUMMARY

When those variables considered as "trainee centered" were subjected to analysis, "workshop supervision" was found to be significant at the .05 level of probability. "Family income" and "reading" were found to be in the opposite direction than had been predicted. The variable of "shop performance" indicated a trend toward significance. It would be considered significant with a probability greater than .15. This was not sufficient, however, for rejecting the null hypothesis.

Table 15 on page 68 presents in summary form the data previously discussed and the data concerned with those variables that were considered as being trainee-centered.

The average length of time in school for the total population of subjects was roughly nine years; they had an average reading grade level of 6.5; and an average IQ of 88. In the typical situation these variables are usually in agreement. When they are not congruent, they serve as inculcators of diagnostic procedures. It is hypothesized that the inability to read well played a major role in the decisions being made by the trainees to leave school. It is recognized that the IQ is not a constant nor stable variable. In this situation the low average IQ is quite possibly an artifact of the length of time away from the school setting.

TABLE 15

TRAINEE-CENTERED VARIABLES, TEST OF SIGNIFICANCE, AND LEVEL OF SIGNIFICANCE

Variable	Type of Analysis	df	Value
WAIS	*t*	83	1.4856
Reading	*t*	16	-0.1753**
Grade level	*t*	88	1.0552
Manual dexterity ...	*t*	34	1.5119
Social adjustment ..	X^2	1	1.7334
Family instability .	X^2	1	.0198
Shop performance ...	X^2	1	2.1644
Workshop supervision	X^2	1	4.3182*
Independence	X^2	1	1.3778
Cooperation	X^2	1	.0911
Flexibility	X^2	1	1.6981
Motivation	X^2	1	1.6418
Attitude	X^2	1	.1182
Family income	*t*	42	- .3269**

*Significant at .05 level.

**Not significant and is in opposite direction from prediction.

The considerable variance between the three variables of IQ, reading achievement, and grade level presents a strong case for establishing remedial educational techniques as an integral aspect of the nomenclature of such programs.

The acceptance of workshop supervision, worker cooperation, and shop performance are probably closely related. The "workshop supervision" variable resulted as the only significant variable of the 14 trainee-centered variables. This variable, unfortunately, is of a highly subjective nature. The ratings were posted by a number of different workshop supervisors as a result of turnover in personnel within the program. We can assume that this facet serves as a gross measure of the ability to accept instructions, responsibility, and in general, other facets of being a mature individual. The small sample and the type of data prohibits a further breakdown of the interaction of these variables.

With the information at hand, with an understanding of its subjective base, the following appeared as trends: There was a trend established for the successful subjects to have characteristics that made them more cooperative, more congenial, more eager to try, than the unsuccessful subjects. It is possible that these characteristics influenced the placement efforts.

It is interesting to note that of these objectives, trainee-centered variables, not one could differentiate the successful subjects from the unsuccessful subjects. Under these circumstances and using these measures, no significant differences were found that could discriminate or predict the successful subjects.

The unsuccessful subjects as a group were better readers than the successful subjects. This may be indicative of the types of placements being made. The successful subjects were apparently being placed on jobs that did not require a high level of reading ability, if any. Reading as a skill was not a crucial factor to performance. From this we can also infer information explaining the lack of significance found in IQ and the length of time in school variables.

The family income variable, when analyzed, indicated the situation to be just the opposite from the prediction. As a result of this finding the data were re-examined. Upon close scrutiny it was ascertained that a number of inconsistencies obtained as a result of the operational definitions that were utilized. The following case illustrates this point:

> Case No. 104, white, single, male, 18. This individual had an IQ of 127 and was still in school when referred. The case was referred by the Jewish Hospital of Saint Louis during the period of June, 1964 to August, 1964. The parents are college graduates and they have a family income of $900 per month. They live in Webster Groves (a middle-class suburban community). The young man returned to school.

There are indications that this subject should not have been considered as eligible for the program. We are unable to assess the influence the program had on his return to school.

In analyzing the data related to family size, stability, and income, some interesting results were observed. The median number of children was 5. For our purposes we defined a large family as having more than 5, while a small family was defined as being at or below the median. There were 16 and 22 families, respectively. The difference in family income as it related to family size was not significant. There was, however, a trend for the larger families to have higher incomes. This finding, as expected, is a function of the source of the income.

The difference between stable and unstable families was not significant. However, examination of the data revealed there were few stable families with an above median number of children. There were fewer unstable families with below the median of children. It appeared that the smaller families tended to be more stable and intact than the larger families when the total population of subjects is considered. There were few operationally defined large stable families. The average American family size of 3.2 children indicates that we have a population of families considerably larger than the average.

It appeared that a logical method of testing objectively the effectiveness of the program would be in terms of the number of placements before and after exposure to the program. It was possible to obtain information on 17 of the successful subjects and 29 of the unsuccessful subjects. The successful subjects as a group prior to entering the program had 27 placements (mean = 1.58) recorded, while the unsuccessful subjects had 36 (mean = 1.24) such experiences during the same period of time. In the successful sample 14 per cent had never worked and 37 per cent of the unsuccessful subjects had never worked. The successful subjects as a group had had more work experiences prior to entering the program.

When differences between the number of placements prior to and after the program were analyzed for all subjects, no significant differences were found. There were no significant differences indicated between the number of placements by the successful subjects prior to or after the program, nor were there any significant differences using the same measure for the unsuccessful subjects.

The AxB interaction (comparison of successful versus unsuccessful subjects on jobs held before and after the training program) was, as suspected, the closest to significance. However, the obtained F did not reach the .05 level of probability.

Under these circumstances and with these criterion conditions it is extremely difficult to measure the effect of the JEVS program. The use of a control group of subjects would perhaps have shown more effectively the impact of the program.

APPENDIX A

TRAINEE CODE INTERVIEW SCHEDULE

APPENDIX A

TRAINEE CODE INTERVIEW SCHEDULE

NAME: ______________________ PHONE NUMBER ______________

ADDRESS: ______________________________ Zip Code __________

PREVIOUS EMPLOYERS: Most recent first *presently employed	Position	Salary
1. ______________________	____________	______
2. ______________________	____________	______
3. ______________________	____________	______
4. ______________________	____________	______
5. ______________________	____________	______
6. ______________________	____________	______
7. ______________________	____________	______

CODE	CLASSIFICATION	CATEGORIES
1	Card number	Card number one (1)
2,3,4	Identifying number	
5	Project area	Kinloch(1)__ Blair-Murphy(2)__ Walk-in(3)__ Other(4)__ Referred by: ______________
6,7	Age	Actual ______________
8	Race	Negro(1)__ White(2)__ Other(3)__
9	Sex	Male(1)__ Female(2)__
10	Marital status	Single(1)__ Married(2)__ Divorced(3)__ Separated(4)__
11	Period entered program	Sep 1963-Nov 1963(1)__ Dec 1963-Feb 1964(2)__ Mar 1964-May 1964(3)__ Jun 1964-Aug 1964(4)__ Sep 1964-Nov 1964(5)__ Dec 1964-Feb 1965(6)__

Identifying Code ______

CODE	CLASSIFICATION	CATEGORIES
12	Period placed on job	Sep 1963-Nov 1963(1)__ Dec 1963-Feb 1964(2)__ Mar 1964-May 1964(3)__ Jun 1964-Aug 1964(4)__ Sep 1964-Nov 1964(5)__ Dec 1964-Feb 1965(6)__
13	Police record	Burglary(1)__ Forcible rape(2)__ Robbery(3)__ Aggravated assault(4)__ Murder(5)__ Larceny(6)__ Auto-theft(7)__ Other(8)__ None(9)__
14,15,16	WAIS	Actual ____________________
17,18,19	Purdue Pegboard	Actual ____________________
20,21	Kuder	Actual 2 peak scores ____________________
22,23,24	PAT Reading Vocab	Actual Grade ____________________
25,26,27	PAT Reading Comp	Actual Grade ____________________
28,29,30	PAT Arithmetic Reasoning	Actual Grade ____________________
31,32,33	PAT Arithmetic Fundamentals	Actual Grade ____________________
34,35,36	PAT Language	Actual Grade ____________________
37,38,39	Basic Skills in Arithmetic	Actual % ____________________
40,41,42	Diagnostic Reading Total Comp	Actual Grade ____________________
43,44	Educational Grade attained	Actual ____________________
45,46,47	Public Assistance	Actual/month ____________________
48,49,50	Family Earnings	Actual/month ____________________
51,52	Number of Siblings	Actual ____________________
53	Parents' Marital Status	Married & living together(1)__ Both dead(2)__ Father dead(3)__ Mother deserted father(4)__ Mother dead(5)__

Identifying Code _____

CODE	CLASSIFICATION	CATEGORIES
		Father deserted mother(6)__ Parents not married to each other(7)__ Divorced or legally separated(8)__ Other(9)__
54,55,56	Last employment (Before program)	Actual rate/hr ______________________
57,58	W.S. Custodial	Actual ______________________
59,60	W.S. Clerk	Actual ______________________
61,62,63	W.S. Assembly	Actual ______________________
64,65	W.S. Repairman	Actual ______________________
66,67	W.S. Stock	Actual ______________________
68,69	W.S. Clerical	Actual ______________________
70,71	W.S. Delivery	Actual ______________________
72,73	W.S. Wood Handtools	Actual ______________________
74,75	W.S. Metal Machine	Actual ______________________
76,77	W.S. Sewing	Actual ______________________
78,79	W.S. Production	Actual ______________________

1	Card Number	Number two(2)
2,3,4	Identifying number	
5,6	Time in Workshop	Actual No. of days ______________________
7,8,9	Vestibule Training	Actual No. of days ______________________
10	Vestibule Type	Sewing(1)__ Nurses aide(2)__ Pressing(3)__ Orderly(4)__ None(5)__
11,12	On-the-Job Training	Actual No. of days ______________________

Identifying Code _____

CODE	CLASSIFICATION	CATEGORIES
13,14,15	OJT wage rate	Actual/hr ______________________
16,17	Job placement	Actual days on job ______________
18,19,20	OJP wage rate	Actual/hr ______________________
21,22	Number of follow-up visits	Actual ______________________
23	Returned to Workshop after OJT?	Yes(1)__ No(2)__
24	Was supervision sought when needed?	Yes(1)__ No(2)__
25	Was performance quality satisfactory?	Yes(1)__ No(2)__
26	Was cooperative with supervisor?	Yes(1)__ No(2)__
27	Was cooperative with fellow workers?	Yes(1)__ No(2)__
28	Was flexible in changing work positions?	Yes(1)__ No(2)__
29	Shows good signs of motivation?	Yes(1)__ No(2)__
30	Displays a positive attitude?	Yes(1)__ No(2)__

APPENDIX B

TRAINEE INTERVIEW SCHEDULE

APPENDIX B

TRAINEE INTERVIEW SCHEDULE

Instruction: This Trainee Interview Schedule is to be completed by a member of the Research Team during a personal contact with the client. The purpose of the questions is to obtain the Trainee's personal comments and ideas in regard to Jewish Employment and Vocational Services Youth Project. Fill in the comment space first with remarks to the question made by the client. Then repeat the question and mark an X in either the Yes, No, or Uncertain blank. All of the remarks and answers are important to this study. If the Trainee has any questions he is to feel free to ask the person in charge.

NAME ______________________________ (Last) (First) EMPLOYED Yes __ No __

ADDRESS ______________________________ PHONE ______________

AREA Kinloch__ Blair-Murphy__ Walk-In__ Referred by ______________

I. Trainee's expression of effectiveness of Program in aiding trainee obtain employment.

A. Did the Program give you more employment choices? Yes__ No__ Uncertain__
COMMENTS ______________________________
____
____

B. Did the Workshop help you prepare for the employment? Yes__ No__ Uncertain__
COMMENTS ______________________________
____
____

C. Would you like more on-the-job training? Yes__ No__ Uncertain__
COMMENTS ______________________________
____
____

D. Would you like more Workshop training? Yes__ No__ Uncertain__
COMMENTS ______________________________
____
____

E. Are you satisfied with the way the Program helped you obtain employment? Yes__ No__ Uncertain__
COMMENTS ____
____
____

F. Could you have obtained the employment without the Program's aid? Yes__ No__ Uncertain__
COMMENTS ____
____
____

II. Trainee's expression of appropriateness of job in relation to training received.

A. Could you select the training that you wanted? Yes__ No__ Uncertain__
COMMENTS ____
____
____

B. Did you have the right training for the job in which you were placed? Yes__ No__ Uncertain__
COMMENTS ____
____
____

C. Do you feel that you received enough training for the job in which you were placed? Yes__ No__ Uncertain__
COMMENTS ____
____
____

D. Do you feel that this training made it possible for you to perform the job? Yes__ No__ Uncertain__
COMMENTS ____
____
____

E. Were you satisfied with your supervisor? Yes__ No__ Uncertain__
COMMENTS ____
____
____

III. Trainee's expression of trainee's capacities.

A. Do you feel that the Program helped you to realize your employment capacity? Yes__ No__ Uncertain__
COMMENTS ____
____

B. Are you doing the best you can do on the job? Yes__ No__ Uncertain__
COMMENTS ____
____
____

C. Do you feel that you could hold a better job? Yes__ No__ Uncertain__
COMMENTS ____
____
____

D. Are you happy with your position? Yes__ No__ Uncertain__
COMMENTS ____
____
____

IV. Trainee's expression of the success of the Program in establishing a positive attitude with the trainee.

A. Were you interested in hearing about the Program? Yes__ No__ Uncertain__
COMMENTS ____
____
____

B. Did your family encourage you to come to Jewish Employment and Vocational Services? Yes__ No__ Uncertain__
COMMENTS ____
____
____

C. Has your stay at the Program changed any of your ideas? Yes__ No__ Uncertain__
COMMENTS ____
____
____

D. Did the Program encourage you to continue your education? Yes__ No__ Uncertain__
COMMENTS ____
____
____

E. Do you feel that the Program has helped you gain a more positive attitude toward employment? Yes__ No__ Uncertain__
COMMENTS ____
____
____

F. Did the Program counseling sessions help you gain a better attitude? Yes__ No__ Uncertain__
COMMENTS ____

V. Trainee's expression of the success of the Program in developing behavioral and value patterns qualifying trainee for long-term employment.

A. Do you look forward to going to your job? Yes__ No__ Uncertain__
COMMENTS ____
____

B. Do you enjoy your work? Yes__ No__ Uncertain__
COMMENTS ____
____

C. Are you satisfied with the working conditions? Yes__ No__ Uncertain__
COMMENTS ____
____

D. Do you enjoy the people with whom you work? Yes__ No__ Uncertain__
COMMENTS ____
____

E. Do you hope to continue working at the same job? Yes__ No__ Uncertain__
COMMENTS ____
____

F. Do you feel that the Jewish Employment and Vocational Services Program helped you gain a better outlook on employment? Yes__ No__ Uncertain__
COMMENTS ____
____

G. Do you feel that you could have done just as well in your job without the Program's aid? Yes__ No__ Uncertain__
COMMENTS ____
____

H. Would you suggest the Program to your friends? Yes__ No__ Uncertain__
COMMENTS ____
____

I. What changes would you make in the Program? ______________________
____
____

J. What aspects of the Program did you especially enjoy or benefit from during your participation in the Program? ____________________
____
____

APPENDIX C

EMPLOYER INTERVIEW SCHEDULE

APPENDIX C

EMPLOYER INTERVIEW SCHEDULE

Instructions: This interview schedule is to be completed by a member of the Research Team in a personal interview with the employers who have employed Trainees of the Jewish Employment and Vocational Services Youth Project. The purpose of the questions is to ascertain the employer's assessment of those Trainees serving in his employment. All questions must be answered with the employer's most accurate and complete reply. Mark an X in the appropriate blank and fill in the comment space with the employer's personal notes.

I. General Questions

A. Employer-Firm name ______________________________

B. Type of employment ______________________________

C. Location ______________________________

D. Contact method ______________________________

E. Date of joining Project ______________________________

F. Number currently employed from Project ______________________________

G. Total number of Trainees to serve in this employment ______________

II. Employer's Role

A. Special consideration to Trainee? Yes__ No__ Uncertain__
COMMENT ______________________________
____

B. Promote project Program to colleagues? Yes__ No__ Uncertain__
COMMENT ______________________________
____

C. Help gain community acceptance of Program? Yes__ No__ Uncertain__
COMMENT ______________________________
____

D. Employer's attitude? Yes__ No__ Uncertain__
COMMENT ______________________________
____

E. Other ______________________________
____

III. Assessment of Trainee

Trainee ______________________________ Position ________________________

A. Opportunity for advancement?

1. possesses handicaps? Yes__ No__ Uncertain__
2. dress and appearance adequate? Yes__ No__ Uncertain__
3. improves in speed and quality? Yes__ No__ Uncertain__
4. speech comprehensible? Yes__ No__ Uncertain__

COMMENTS ____

____

B. Satisfaction with occupational skills

1. arranges and utilizes work materials efficiently? Yes__ No__ Uncertain__
2. mathematics acceptable? Yes__ No__ Uncertain__
3. ability meets work requirements? Yes__ No__ Uncertain__

COMMENTS ____

____

C. Ability to relate to supervision

1. offers verbal objections to some jobs? Yes__ No__ Uncertain__
2. shows passive resistance to some jobs? Yes__ No__ Uncertain__
3. does work effectively in unsupervised setting? Yes__ No__ Uncertain__
4. seeks help when necessary? Yes__ No__ Uncertain__
5. utilizes personal criticism to contribute to a constructive attitude? Yes__ No__ Uncertain__

COMMENTS ____

____

D. Ability to relate to work setting

1. tends to lose interest after novelty disappears? Yes__ No__ Uncertain__
2. able to understand procedures and directions quickly? Yes__ No__ Uncertain__
3. retains learned procedures? Yes__ No__ Uncertain__

COMMENTS ____

____

E. Ability to relate to peers

1. assumes leadership? Yes__ No__ Uncertain__
2. essentially submissive? Yes__ No__ Uncertain__
3. mixes readily? Yes__ No__ Uncertain__

4. negative in attitude? Yes__ No__ Uncertain__
5. is argumentive? Yes__ No__ Uncertain__
6. generally cooperative? Yes__ No__ Uncertain__

COMMENTS ____
____

F. Attendance record

1. is regular? Yes__ No__ Uncertain__
2. is punctual? Yes__ No__ Uncertain__

COMMENTS ____

G. Hourly rate ____________________ Weekly income ______________

H. Reasons for leaving job of Trainee no longer employed

1. lack of interest? Yes__ No__ Uncertain__
2. not meeting employer requirements? Yes__ No__ Uncertain__
3. unable to adapt to working conditions? Yes__ No__ Uncertain__
4. returned to school? Yes__ No__ Uncertain__
5. moved? Yes__ No__ Uncertain__
6. other? Yes__ No__ Uncertain__

COMMENTS ____
____

IV. Appraisal of success of Trainee placement

A. Predictions of ability to hold appropriate employment

1. Trainee has desire to remain employed? Yes__ No__ Uncertain__
2. Trainee is unemployable? Yes__ No__ Uncertain__
3. loses interest when newness fades? Yes__ No__ Uncertain__
4. with adequate supervision appropriate employment could be permanent? Yes__ No__ Uncertain__
5. other? Yes__ No__ Uncertain__

COMMENTS ____
____

B. Potential of Trainee in relation to job obtained

1. job is beyond Trainee's ability? Yes__ No__ Uncertain__
2. needs more training? Yes__ No__ Uncertain__
3. job is suited to Trainee's ability? Yes__ No__ Uncertain__
4. other? Yes__ No__ Uncertain__

COMMENTS ____
____

C. Recommendations for improvement in Trainee's preparation

1. more training Yes__ No__ Uncertain__
   a. work samples? Yes__ No__ Uncertain__
   b. classroom period? Yes__ No__ Uncertain__
   c. Workshop? Yes__ No__ Uncertain__
   d. vestibule training? Yes__ No__ Uncertain__
   e. other? Yes__ No__ Uncertain__

COMMENTS ____

____

2. more counseling
   a. family problems? Yes__ No__ Uncertain__
   b. financial problems? Yes__ No__ Uncertain__
   c. lack of confidence? Yes__ No__ Uncertain__
   d. personal handicap? Yes__ No__ Uncertain__
   e. other? Yes__ No__ Uncertain__

COMMENTS ____

____

V. Additional Comments

____

____

____

____

____

APPENDIX D

ADDITIONAL TABLES AND GRAPHS

TABLE 16

TREND ANALYSIS DATA

NUMBER OF JOBS HELD BY SUCCESSFUL AND UNSUCCESSFUL TRAINEES BEFORE AND AFTER COMPLETION OF THE TRAINING PROGRAM

Successful Trainees			Unsuccessful Trainees			Total
Before	After	Sum	Before	After	Sum	
0	0	0	0	0	0	0
0	1	1	0	0	0	1
0	1	1	0	0	0	1
0	2	2	0	0	0	2
0	2	2	0	1	1	3
0	2	2	0	1	1	3
0	3	3	0	1	1	4
0	5	5	0	1	1	6
1	0	1	1	0	1	2
1	0	1	1	0	1	2
1	1	2	1	1	2	4
1	1	2	1	1	2	4
1	1	2	1	1	2	4
1	1	2	1	1	2	4
1	1	2	1	1	2	4
1	1	2	1	1	2	4
1	1	2	1	1	2	4
1	1	2	1	1	2	4
1	2	3	1	1	2	5
1	2	3	1	2	3	6
1	2	3	1	2	3	6
1	2	3	1	2	3	6
2	0	2	2	0	2	4
2	1	3	2	0	2	5
2	1	3	2	1	3	6
2	1	3	2	1	3	6
2	1	3	2	1	3	6
2	1	3	2	2	4	7
2	1	3	2	2	4	7
2	2	4	2	3	5	9
3	2	5	3	0	3	8
3	2	5	3	0	3	8
3	2	5	3	1	4	9
3	3	6	3	1	4	10
3	4	7	3	3	6	13
45	53	98	45	34	79	177

TABLE 17

NUMBER OF SIBLINGS, STABILITY, AND INCOME OF SUCCESSFUL AND UNSUCCESSFUL TRAINEE FAMILIES

Successful Trainee Families			Unsuccessful Trainee Families		
Number of Siblings	Stability-Instability	Family Income	Number of Siblings	Stability-Instability	Family Income
2	+	$ 24	4	+	$ 75
5	-	45	6	-	110
4	-	68	8	-	110
1	+	100	5	+	115
11	+	130	1	+	169
4	-	160	8	-	192
7	-	160	7	-	200
4	-	160	7	-	210
2	-	180	5	+	280
6	-	192	11	+	293
2	+	194	4	+	400
4	-	216	5	+	416
7	-	250	7	-	420
1	-	250	7	-	440
3	+	280	4	-	560
4	-	296	3	+	600
11	+	320	7	-	678
9	+	400	10	+	800
4	-	600			
3	+	600			

TABLE 18

FAMILY INCOME: LARGER Vs. SMALLER FAMILIES

Larger		Smaller		
$110	$250	$ 24	$169	$400
110	293	45	180	416
130	320	68	194	560
160	400	75	216	600
192	420	100	250	600
192	440	115	280	600
200	678	160	280	
210	800	160	296	
	$4,905			$5,788
	N=16			N=22

$\underline{t}$ = .6842

TABLE 19

FAMILY INCOME: STABLE Vs. UNSTABLE FAMILIES

Stable		Unstable		
$ 24	$280	$ 45	$180	$250
75	293	68	192	296
100	320	110	192	420
115	400	110	200	440
130	400	160	210	560
169	416	160	216	600
194	600	160	250	678
280	600			$5,497
	800			
	$5,196			
	N=17			N=21

$\underline{t}$ = .6963

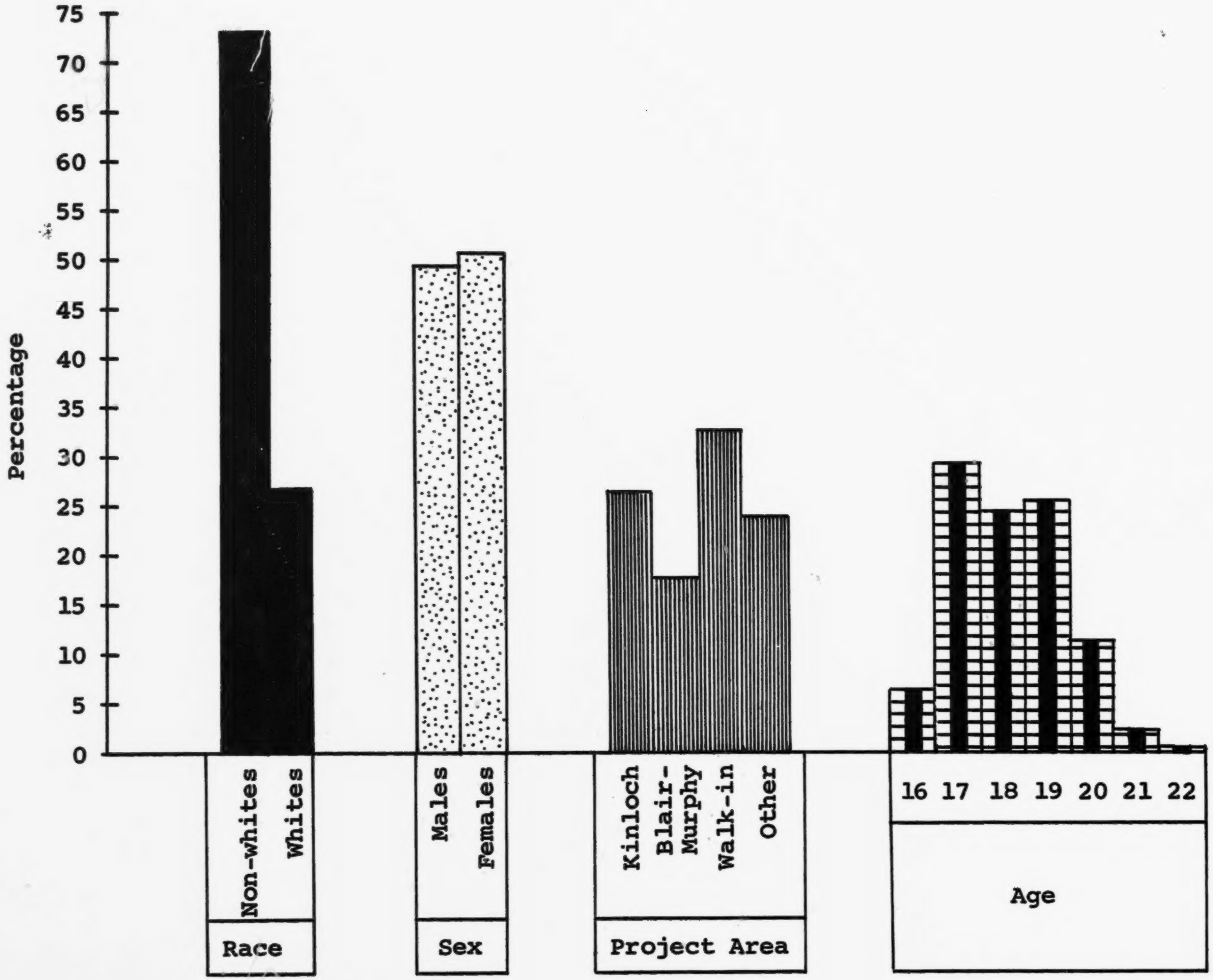

Fig. 5.--Comparison of selected characteristics of total population (N = 126).

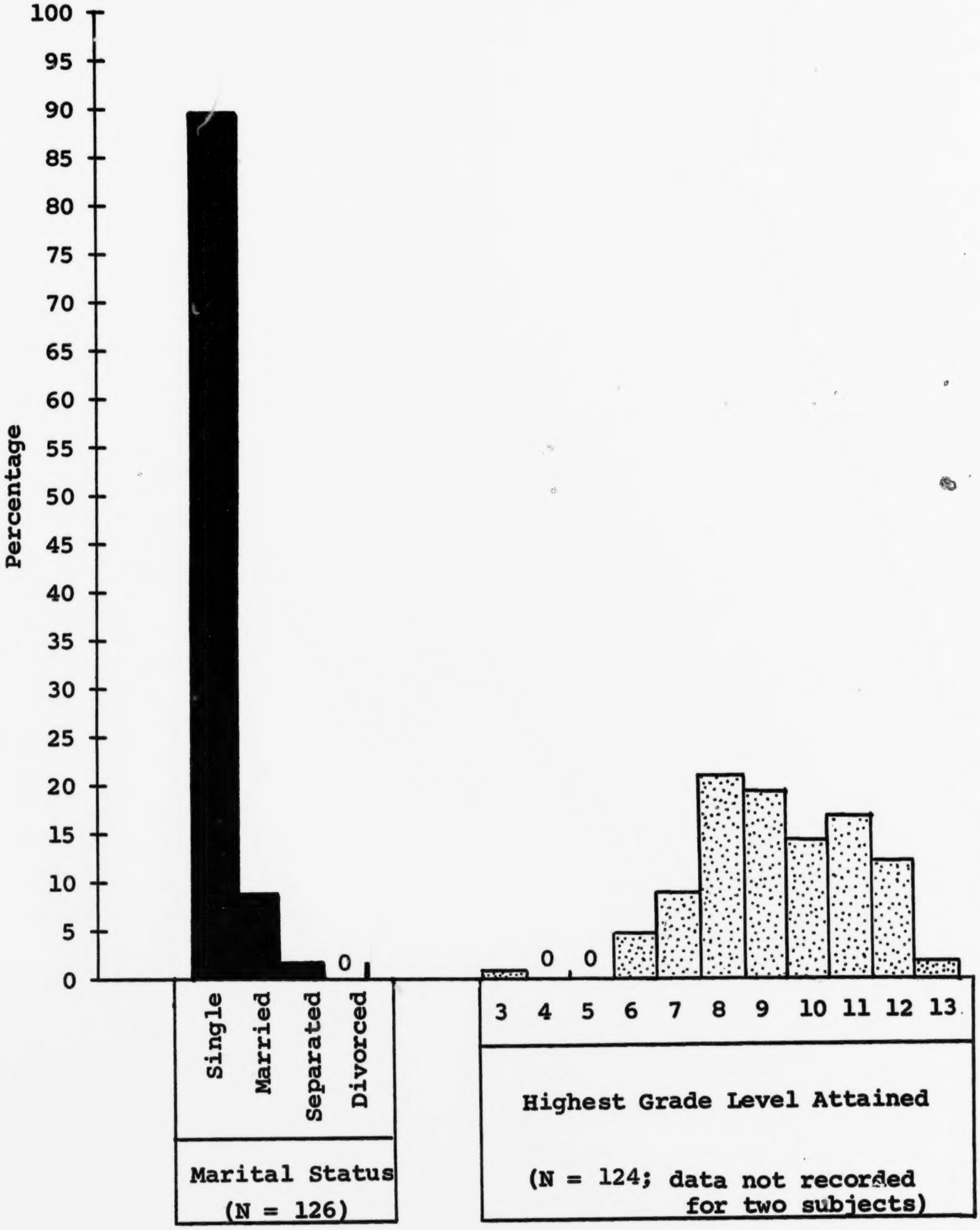

Fig. 5.--Continued

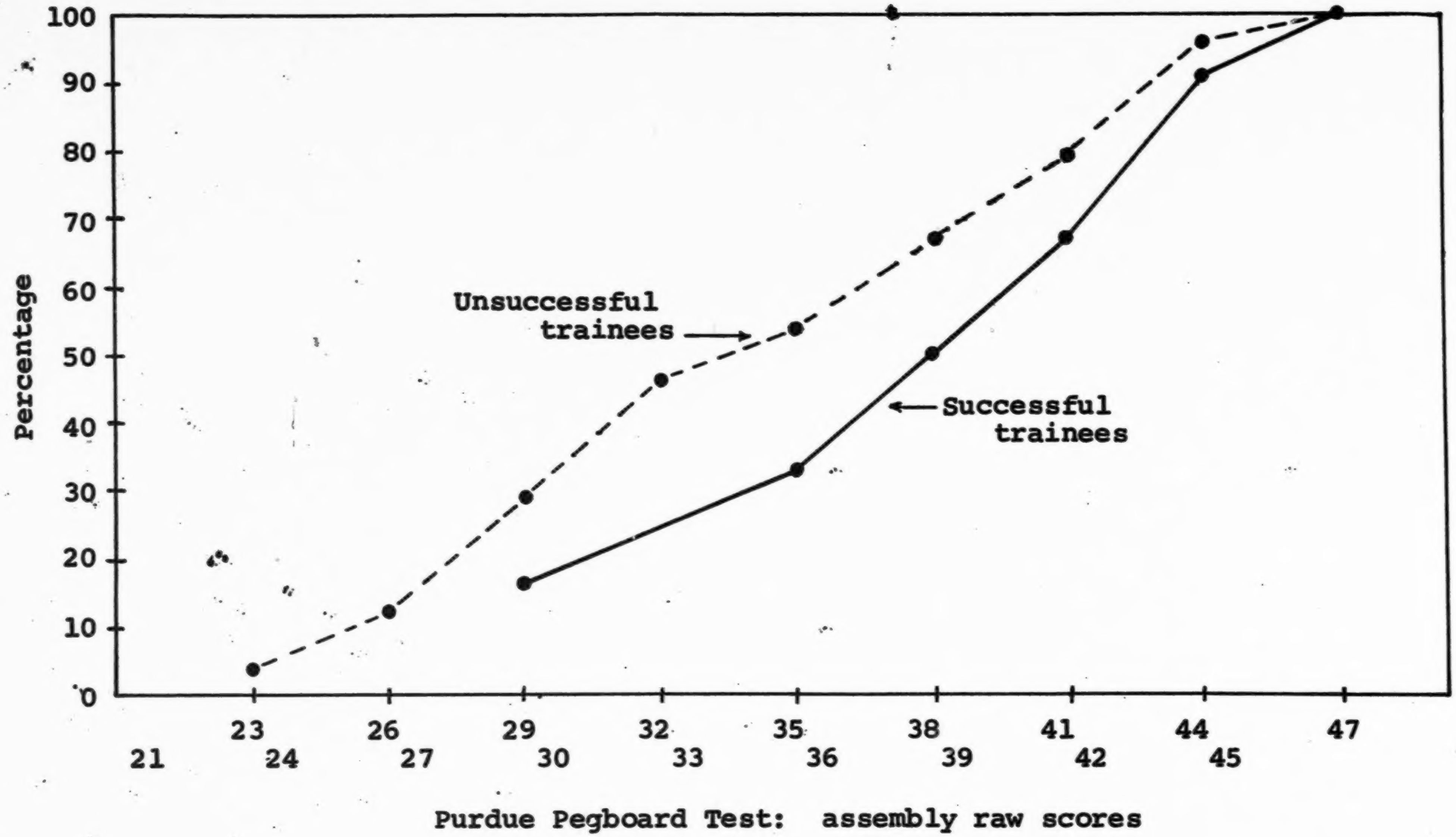

Fig. 6.--Cumulative percentage polygons for 12 successful and 24 unsuccessful trainees based on assembly raw scores of Purdue Pegboard Test.

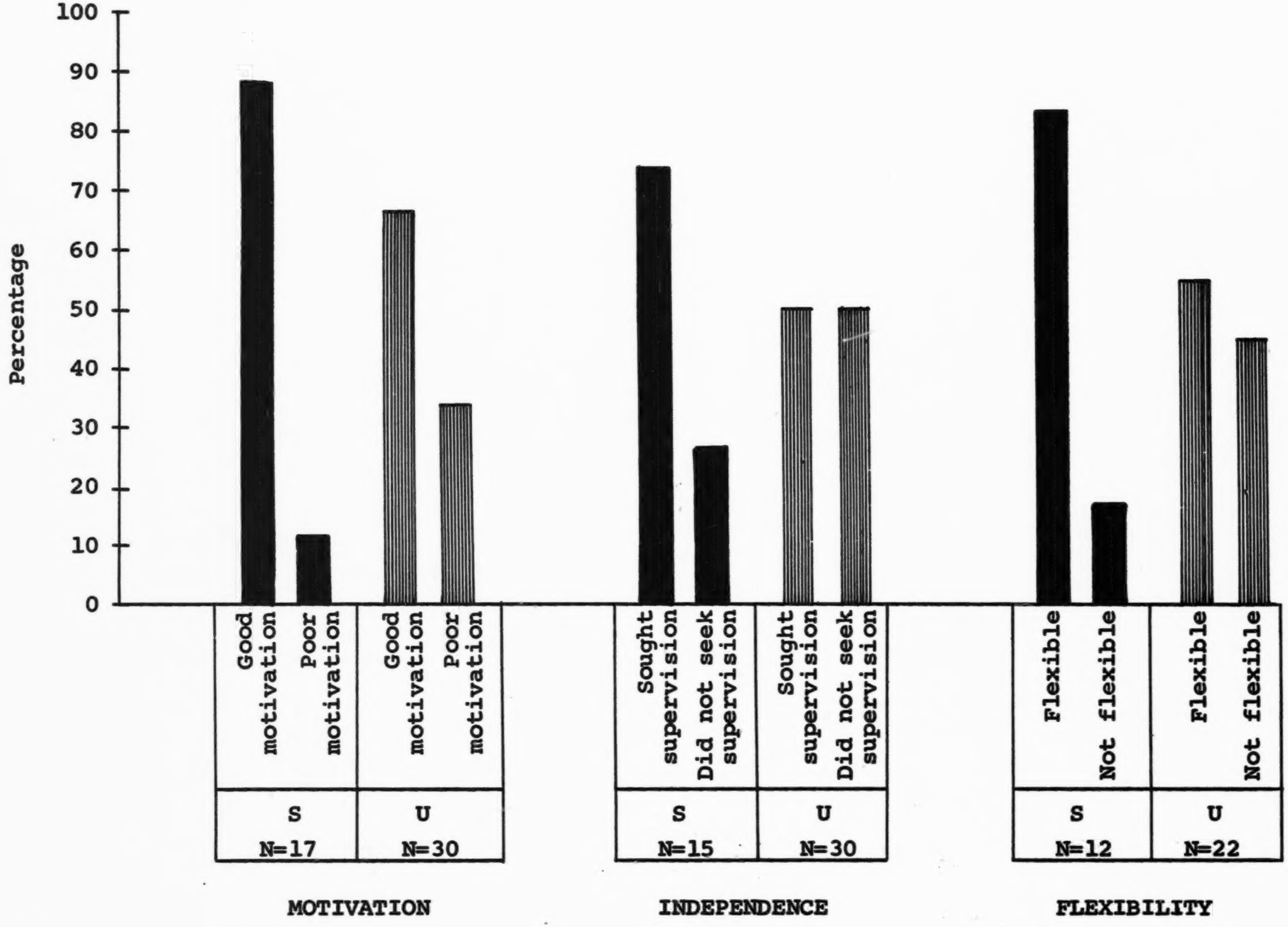

Fig. 7.--Comparison of successful and unsuccessful trainees by selected variables.

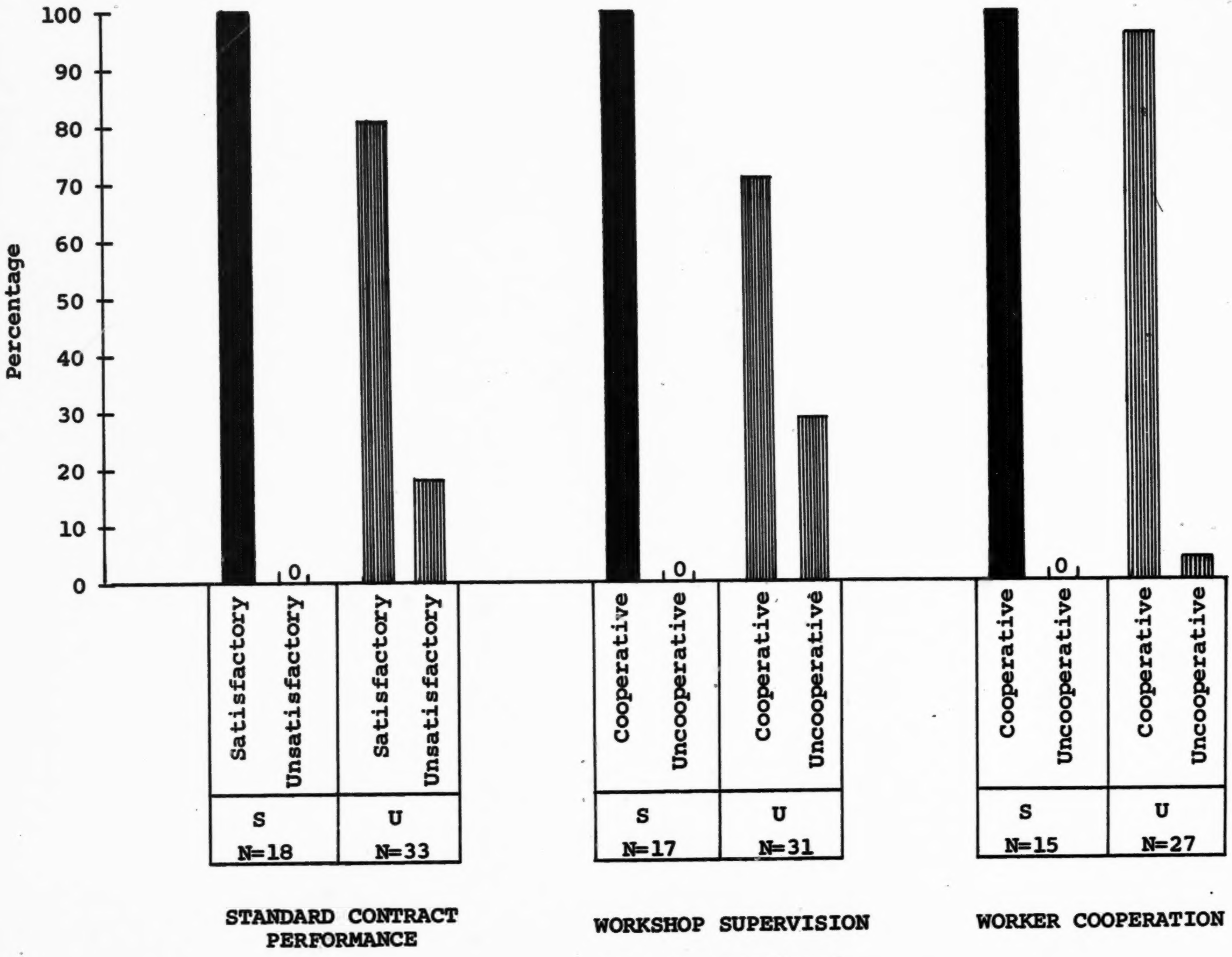

Fig. 7.--Continued

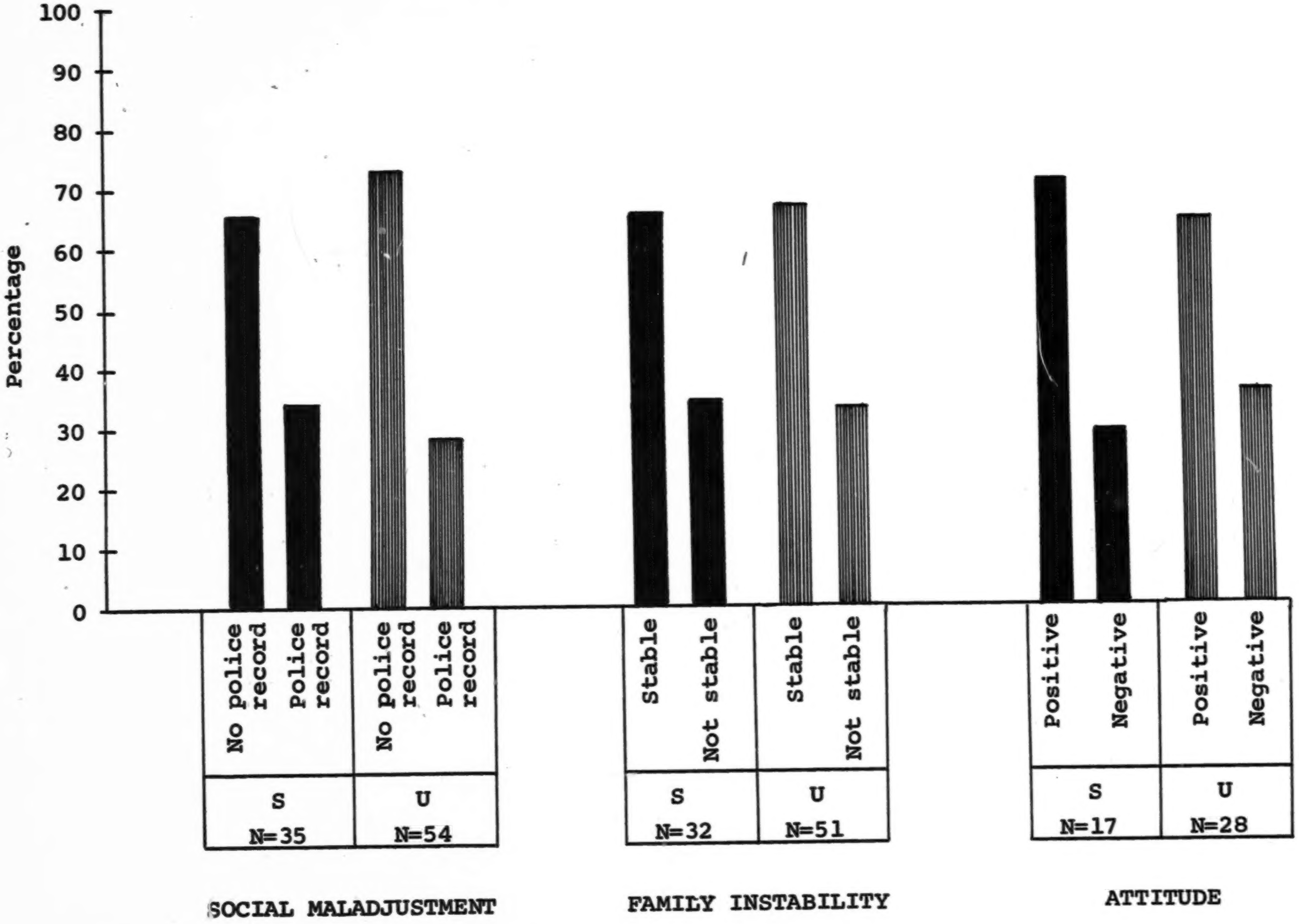

Fig. 7.--Continued

APPENDIX E

SUMMARY DATA SHEETS

Page 1

Located

Counseled

Successful (15 Ss)

C-1	Card Number	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
C-2	Subject Identifying Number	1-2-3-4	1	31	30	41	47	53	69	80	85	88	103	107	109	124	171
C-3	Project Area	5	3	4	4	4	3	2	3	2	1	4	3	3	1	4	2
C-4	Age	6-7	26	18	17	19	17	18	17	16	19	18	20	18	18	19	19
C-5	Race	8	1	1	1	2	2	2	1	2	1	2	1	1	1	1	2
C-6	Sex	9	2	1	1	2	1	1	2	1	2	1	2	2	2	1	2
C-7	Marital Status	10	4	1	1	1	1	1	1	1	1	2	2	1	1	1	1
C-8	Period Entered Program	11	4	3	3	4	2	3	4	4	4	1	4	1	2	4	3
C-9	Period Placed on Job	12		3		4		4				1	4		3		5
C-10	Police Record	13	9	1	9	9	9			1	9	9	9	9	9	9	9
C-11	WAIS Scores	14-15-16	92			111		99			103	122	92	83	105		99
C-12	Purdue Pegboard Score (Assembly)	17-18-19															
C-13	Kuder (1)	20-21			5							0			4		
C-14	Kuder (2)	22-23			7							3			6		
C-15	PAT Reading Vocabulary	24-25-26															
C-16	PAT Reading Comprehension	27-28-29															
C-17	Reading Average	30-31-32															
C-18	PAT Arithmetic Reasoning	33-34-35															
C-19	PAT Arithmetic Fundamentals	36-37-38															
C-20	PAT Language	39-40-41															
C-21	Basic Skills in Arithmetic	42-43-44															
C-22	Diagnostic Reading (tot. comprehension)	45-46-47															
C-23	Educational Grade Attained	48-49	11	14	7	11	9	11	3	4	13	10	11	10	12	12	8
C-24	Public Assistance (monthly)	50-51-52															
C-25	Family Earnings (monthly)	53-54-55	400								200		430	289			400
C-26	Number of Siblings	56-57	4	2	3	2				4	4	4	10	10	1	2	4
C-27	Parent's Marital Status	58	1	1	8	1				1	1	1	1	1	1	1	1
C-28	Last Employment (before program)	59-60-61			3	11				21	.9		1.6	1.2		15	
C-29	Work Sample Custodial	62-63															
C-30	Work Sample Clerk	64-65															
C-31	Work Sample Assembly	66-67-68															
C-32	Work Sample Repairman	69-70		24	38										12		
C-33	Work Sample Stock	71-72															
C-34	Work Sample Clerical	73-74											9				
C-35	Work Sample Delivery	75-76															
C-36	Work Sample Hand Tools	77-78															
C-37	Work Sample Metal Machine	79-80															
C-38	Card Number	2	2	2	2	2	2	2	2	2	2	2	2	2	[illegible]	2	2
C-39	Subject Identifying Number	2-3-4	1	21	30	41	47	53	64	80	85	88	103	107	[illegible]	134	171
C-40	Work Sample Sewing	5-6															
C-41	Work Sample Production	7-8	19			19			12		12						16
C-42	Time in Workshop	9-10							10								54
C-43	Vestibule Training	11-12-13							10								
C-44	Vestibule Type	14		5	5	5	6	5	1	5	5	5	5	5	5	6	5
C-45	On-the-job Training	15-16															2
C-46	On-the-job Wage rate	17-18-19											19				12
C-47	Job Placement	20-21										31					
C-48	On-the Job Placement Wage	22-23-24										9					
C-49	Number of Follow-up Visits	25-26		2	1	2				2		1	2				1
C-50	Return to workshop after OJT	27		2		2		2				2	2	2	2		
C-51	Was supervision sought when needed ?	28															
C-52	Was performance quality satisfactory ?	29															
C-53	Was cooperative with supervisor ?	30															
C-54	Was cooperative with fellow-workers ?	31															
C-55	Was flexible in changing work positions ?	32															
C-56	Shows signs of good motivation ?	33															
C-57	Displays a positive attitude ?	34															
C-58	Returned to school as a result of program ?	35															
T-0	Referred By	36		2		2		2	2				2				
T-1	Expression of program's effectiveness (get job)	37															
T-1A	Program gave more employment choices ?	38		3		2			1				1				
T-1B	Program helped prepare for employment ?	39		2					1				2				
T-1C	Desired more OJT ?	40		1		2			3				2				
T-1D	Desired more workshop training ?	41		1					1				2				
T-1E	Satisfied with program's method of placement ?	42		1		2		2	2				1				
T-1F	Needed program's aid to obtain employment ?	43		2		2		1	2				2				
T-2	Appropriateness of training to job received ?	44															
T-2A	Selected the training desired ?	45				2			2								
T-2B	Obtained the right training for job received ?	46				1							2				
T-2C	Obtained enough training for job received ?	47				2							1				
T-2D	Needed training obtained to perform job ?	48				1							2				
T-2E	Satisfied with supervisor ?	49		1		2			2				1				
T-3	Expression of trainee's own capacities ?	50															
T-3A	Program helped realize employment capacities ?	51		3		2			1				3				
T-3B	Job is being performed to best of ability ?	52		1		1							1				
T-3C	A better job could be held ?	53		1		1							2				
T-3D	Happy with position ?	54		9		2							1				
T-4	Program's effectiveness in attitude development	55															
T-4A	Interested in hearing about the program ?	56		1		1		3	1				1				
T-4B	Family encouraged trainee to come to JEVS	57		1		2		2	1				1				
T-4C	Program has changed trainee's ideas ?	58		1		2			2				2				
T-4D	Program encouraged trainee to continue school?	59		1		2		2	2				2				
T-4E	Program developed a positive attitude to work?	60		1		2			3				2				
T-4F	Counseling developed a better attitude ?	61		1		2		3	2				2				
T-5	New behaviors and values affect continued emp.?	62															
T-5A	Looks forward to going to work ?	63		1		2							1				
T-5B	Enjoys work ?	64		1		1							1				
T-5C	Satisfied with working conditions ?	65		3		2							1				
T-5D	Enjoys people with whom trainee works ?	66		1		2							1				
T-5E	Hopes to continue working at same job ?	67		1		3							1				
T-5F	JEVS helped gain a better outlook on work ?	68		1		2			2				2				
T-5G	Needed JEVS to perform effectively on job ?	69		1		2							1				
T-5H	Would suggest program to friends ?	70		1		2			1				3				
T-51	Changes in the program	71															
T-52	Aspects of program enjoyed or found helpful?	72															

Unsuccessful (20 Ss)

C-1	Card Number	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
C-2	Subject Identifying Number	1-2-3-4	8	15	15	31	45	58	57	77	91	93	94	97	121	129	155	158	159	161	168	170
C-3	Project Area	5	3	1	1	4	2	2	4		3	4	1	1	4	4	3	1	4		3	4
C-4	Age	6-7	18	19	19	20	20	19	16	17	18	20	17	18	19	19	18	17	16	21	17	19
C-5	Race	8	1	1	1	1	2	2	2	2	1	2	1	1	1	1	1	1	1	1	2	1
C-6	Sex	9	1	2	1	1	2	1	1	2	2	2	1	2	1	2	2	1	1	1	1	1
C-7	Marital Status	10	1	1	1	1	1	2	1	1	1	4	1	1	1	1	1	1	1	1	1	1
C-8	Period Entered Program	11	3	1	4	4	3	3	4	2	3	4	2	3	3	4	3	2	3	2	2	4
C-9	Period Placed on Job	12					3	4			3											
C-10	Police Record	13	9	9	9	1	9	9	7	9	9	9	1	9	9	9	9	8	1	7	9	9
C-11	WAIS Scores	14-15-16	69	66	81	115		86		79	100	106		91	103		95	70	82			
C-13	Kuder (1)	20-21		1						8			3								9	
C-14	Kuder (2)	22-23		2						9			2								7	
C-23	Educational Grade Attained	48-49	7	8	11	12	9	8	9	8	12	6	8	8	11	11	8	7	4	9	9	11
C-24	Public Assistance (monthly)	50-51-52								156									72			
C-25	Family Earnings (monthly)	53-54-55					329		477	15		96	436				200					
C-26	Number of Siblings	56-57	7	4	5	3	4	7	2	9	9	2	14	3		9	2	5	5	9		3
C-27	Parent's Marital Status	58	1	1	5	8	1	8	1	1	1	7	4	1	9	6	1	3	4	1		6
C-28	Last Employment (before program)	59-60-61		.2	17	1.3	13	1.0			1.2	.6	.5	.9	.8		.5			29		
C-32	Work Sample Repairman	69-70	15	54	29													91	38			
C-34	Work Sample Clerical	73-74															21					
C-38	Card Number	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
C-39	Subject Identifying Number	2-3-4	8	13	18	21	45	58	57	77	91	93	94	97	121	129	155	158	157	161	168	170
C-41	Work Sample Production	7-8					15				11	12		13			14					
C-42	Time in Workshop	9-10				14	4				7											
C-44	Vestibule Type	14	5	5	5		5	5		5	5	5	5	5	5	5	5	5	5	5	5	6
C-46	On-the-job Wage rate	17-18-19					13															
C-48	On-the Job Placement Wage	22-23-24						12														
C-49	Number of Follow-up Visits	25-26			1	2	2	1		3	1										1	
C-50	Return to workshop after OJT	27		2	2		2	2		2			2	2	2				2			2
T-0	Referred By	36					2				3	2										
T-1A	Program gave more employment choices ?	38					1				1	1										
T-1B	Program helped prepare for employment ?	39					2				2	3										
T-1C	Desired more OJT ?	40					3				3	1										
T-1D	Desired more workshop training ?	41					3				3	1										
T-1E	Satisfied with program's method of placement ?	42					1				1	2										
T-1F	Needed program's aid to obtain employment ?	43					2				1	1										
T-2A	Selected the training desired ?	45										1										
T-2B	Obtained the right training for job received ?	46					2				2											
T-2C	Obtained enough training for job received ?	47					2				2											
T-2D	Needed training obtained to perform job ?	48					2				2											
T-2E	Satisfied with supervisor ?	49					1				1	1										
T-3A	Program helped realize employment capacities ?	51					1				1	1										
T-3B	Job is being performed to best of ability ?	52					1				1											
T-3C	A better job could be held ?	53					2				1											
T-3D	Happy with position ?	54					1				1											
T-4A	Interested in hearing about the program ?	56					1				1	1										
T-4B	Family encouraged trainee to come to JEVS	57					1				2	2										
T-4C	Program has changed trainee's ideas ?	58					2				3	1										
T-4D	Program encouraged trainee to continue school?	59					2				1	1										
T-4E	Program developed a positive attitude to work?	60					3				1	1										
T-4F	Counseling developed a better attitude ?	61					2				2	2										
T-5A	Looks forward to going to work ?	63					2				1											
T-5B	Enjoys work ?	64					2				1											
T-5C	Satisfied with working conditions ?	65					1				1											
T-5D	Enjoys people with whom trainee works ?	66					1				1											
T-5E	Hopes to continue working at same job ?	67					1				2											
T-5F	JEVS helped gain a better outlook on work ?	68					2				1	1										
T-5G	Needed JEVS to perform effectively on job ?	69					1				1											
T-5H	Would suggest program to friends ?	70					1				1	1										

Totals (35 Ss)

		Successful T	Unsuccessful T	Totals T
C-3	Project Area	15	20	35
C-5	Race	15	20	35
C-6	Sex	15	20	35
C-7	Marital Status	15	20	35
C-8	Period Entered Program	15	20	35
C-9	Period Placed on Job	7	3	10
C-10	Police Record	15	20	35
C-11	WAIS Scores	9	13	22
C-13	Kuder (1)	3	4	7
C-14	Kuder (2)	3	4	7
C-23	Educational Grade Attained	15	20	35
C-25	Family Earnings (monthly)	5	6	11
C-28	Last Employment (before program)	7	12	19
C-32	Work Sample Repairman	3	5	8

Located

Counselled

Successful (15Ss)

Unsuccessful (20Ss)

				1	21	30	41	47	53	69	80	85	88	103	107	109	134	171	8	13	15	31	45	56	59	77	91	93	99	97	121	127	155	156	159	161	168	170
1	E-1A	Employer--Firm Name and Location	73-74		27									24									25							24								
2	E-1B	Type of employment	75		8									4									7							4								
3	E-1C	Contact Method	76		1									1									1							8								
4	E-1D	Number currently employed from project	77		0																		3							1								
5	E-1E	Total number of trainees in employment	78-79		1													1					2							2								
6	E-2	Employer's Role	80																																			
7		Card Number	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
8	E-2A	Subject Identifying Number	2-3-4	1	21	30	41	47	53	69	80	85	88	103	107	109	134	171	8	13	15	31	45	56	59	77	91	93	99	97	121	127	155	156	159	161	168	170
9	E-2A	Special consideration to trainee ?	5		2													2					1							2								
10	E-2B	Promote project program to colleagues ?	6		2													2					2							2								
11	E-2C	Help gain community acceptance of project	7		2													2					2							2								
12	E-2D	Employer's attitude ?	8		3													3					1							1								
13	E-3	Assessment of Trainee	9																																			
14	E-3A	Opportunity for advancement ?	>10		1													0					0							0								
15	E-3A1	Possesses handicaps ?	11		2													2					2							2								
16	E-3A2	Dress and appearance adequate ?	12		1													1					1							1								
17	E-3A3	Improves in speed and quality ?	13		2													1					1							1								
18	E-3A4	Speech comprehensible ?	14		1													1					1							1								
19	E-3B	Satisfaction with occupational skills ?	>15		1													0					0							0								
20	E-3B1	Efficient use and arrangement of materials ?	16		1													1					1							1								
21	E-3B2	Mathematics acceptable ?	17																				1							1								
22	E-3B3	Ability meets work requirement ?	18		1													1					1							1								
23	E-3C,D,E.		>19		1													0					0							0								
24	E-3C	Ability to relate to supervision ?	20																											1								
25	E-3C1	Offers verbal objections to some jobs ?	21		2													2					2							1								
26	E-3C2	Shows passive resistance to some jobs ?	22		2													2					2							1								
27	E-3C3	Does work effectively when unsupervised ?	23		1													1					1							1								
28	E-3C4	Seeks help when necessary ?	24		1													1					1							4								
29	E-3C5	Utilizes personal criticism constructively ?	25		1													1					1							2								
30	E-3D	Ability to relate to work setting ?	>26		1													1					0							0								
31	E-3D1	Loses interest after novelty disappears ?	27		2													2					2							2								
32	E-3D2	Procedures and directions understood quickly ?	28		1													1					1							1								
33	E-3D3	Retains learned procedures ?	29		1													1					1							1								
34	E-3E	Ability to relate to peers	>30		2													1					0							0								
35	E-3E1	Assumes leadership ?	31		2													2					2							2								
36	E-3E2	Essentially submissive ?	32		1													1					1							1								
37	E-3E3	Mixes readily ?	33		2													1					2							2								
38	E-3E4	Negative in attitude ?	34		2													2					2							2								
39	E-3E5	Argumentive ?	35		2													2					2							2								
40	E-3E6	Cooperative (generally)	36		1													1					1							1								
41	E-3F	Attendance Record	37																																			
42	E-3F1	Regular ?	38		1													1					1							1								
43	E-3F2	Punctual ?	39		1													1					1							1								
44	E-3G	Salary	40-41-42																																			
45	E-3G1	Hourly rate ?	43-44-45		13													12					13							13								
46	E-3G2	Income ? (monthly)	46-47-48		[illegible]													460					500							500								
47	E-3H	Reason for leaving job ?	49																																			
1	E-3H1	Lack of interest ?	50		2																		2							2								
2	E-3H2	Not meeting employer requirements ?	51		2																		2							2								
3	E-3H3	Unable to adapt to working conditions ?	52		1																		2							1								
4	E-3H4	Returned to school ?	53		2																		2							2								
5	E-3H5	Moved ?	54		2																		2							2								
6	E-3H6	Other ?	55		3																		1							2								
7	E-4	Appraisal of success of trainee placement	56																																			
8	E-4A	Prediction of ability to hold employment	57																																			
9	E-4A1	Trainee has desire to remain employed ?	58		1													1					1							3								
10	E-4A2	Trainee is unemployable ?	59		2													2					2							2								
11	E-4A3	Loses interest when newness fades ?	60		2													2					2							2								
12	E-4A4	Adequate supervision may ensure permanency ?	61		1													1					1							1								
13	E-4A5	Others ?	62		2													2					2							2								
14	E-4B	Potential of trainee to relate to job.	63																																			
15	E-4B1	Job is beyond trainee's ability ?	64		2													2					2							2								
16	E-4B2	Needs more training ?	65		2													2					2							2								
17	E-4B3	Job is suited to trainee's ability ?	66		1													1					1							1								
18	E-4B4	Others ?	67		2													2					2							2								
19	E-4C	Improvement in trainee's preparation.	68																																			
20	E-4C1	More training ?	69		2													3					1							2								
21	E-4C1a	Work samples ?	70		2													2					2							2								
22	E-4C1b	Classroom period ?	71		2													2					1							2								
23	E-4C1c	Workshop ?	72		2													1					2							2								
24	E-4C1d	Vestibule training ?	73		2													1					2							2								
25	E-4C1d	Others ?	74		2													2					2							2								
26	E-4C2	More counseling	75																																			
27	E-4C2a	Family problems ?	76		3													2					3							3								
28	E-4C2b	Financial problems ?	77		3													2					3							3								
29	E-4C2c	Lack of confidence	78		3													2					3							3								
30	E-4C2d	Personal handicap ?	79		3													2					3							3								
31	E-4C2e	Others ?	80		3													2					3							3								
32	E-5	Additional Comments	81																																			
33		Card Number	1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
34		Identifying Number	2-3-4	1	21	30	41	47	53	67	80	85	88	103	107	109	134	171	8	13	15	31	45	56	59	77	91	93	99	97	121	127	155	156	159	161	168	170
35	E-5A	Number of jobs held before the program	5		1													1					1							1								
36	E-5B	Number of jobs held during and after program	6		1													1					1							6								

Trainee Code & Trainee Interview Schedules (1)

Located

Trained

Successful | Unsuccessful

	Code	Item	Card columns
1	C-1	Card Number	1
2	C-2	Subject Identifying Number	2-3-4
3	C-3	Project Area	5
4	C-4	Age	6-7
5	C-5	Race	8
6	C-6	Sex	9
7	C-7	Marital Status	10
8	C-8	Period Entered Program	11
9	C-9	Period Placed on Job	12
10	C-10	Police Record	13
11	C-11	W A I S Scores	14-15-15
12	C-12	Purdue Pegboard Score (Assembly)	17-18-19
13	C-13	Kuder (1)	20-21
14	C-14	Kuder (2)	22-23
15	C-15	PAT Reading Vocabulary	24-25-26
16	C-16	PAT Reading Comprehension	27-28-29
17	C-17	Reading Average	30-31-32
18	C-18	PAT Arithmetic Reasoning	33-34-35
19	C-19	PAT Arithmetic Fundamentals	36-37-38
20	C-20	PAT Language	39-40-41
21	C-21	Basic Skills in Arithmetic	42-43-44
22	C-22	Diagnostic Reading (tot. comprehension)	45-46-47
23	C-23	Educational Grade Attained	48-49
24	C-24	Public Assistance (monthly)	50-51-52
25	C-25	Family Earnings	53-54-55
26	C-26	Number of Siblings	56-57
27	C-27	Parent's Marital Status	58
28	C-28	Last Employment (before program)	59-60-61
29	C-29	Work Sample Custodial	62-63
30	C-30	Work Sample Clerk	64-65
31	C-31	Work Sample Assembly	66-67-68
32	C-32	Work Sample Repairman	69-70
33	C-33	Work Sample Stock	71-72
34	C-34	Work Sample Clerical	73-74
35	C-35	Work Sample Delivery	75-76
36	C-36	Work Sample Hand-Tools	77-78
37	C-37	Work Sample Metal Machine	79-80
38	C-38	Card Number	2
39	C-39	Subject Identifying Number	2-3-4
40	C-40	Work Sample Sewing	5-6
41	C-41	Work Sample Production	7-8
42	C-42	Time in Workshop	9-10
43	C-43	Vestibule Training	11-12-13
44	C-44	Vestibule Type	14
45	C-45	On-the Job Training	15-16
46	C-46	On-the Job Wage Rate	17-18-19
47	C-47	Job Placement	20-21
1	C-48	On-the Job Placement Wage	22-23-24
2	C-49	Number of Follow-up Visits	25-26
3	C-50	Return to Workshop after OJT ?	27
4	C-51	Was supervision sought when needed ?	28
5	C-52	Was performance quality satisfactory ?	29
6	C-53	Was Cooperative with supervisor ?	30
7	C-54	Was cooperative with fellow-workers ?	31
8	C-55	Was flexible in changing work positions ?	32
9	C-56	Shows signs of good motivation ?	33
10	C-57	Displays a positive attitude ?	34
11	C-58	Returned to School as result of program ?	35
1	T-0	Referred By	36
2	T-1	Expression of program's effectiveness (get job)	37
3	T-1A	Program gave more employment choices ?	38
4	T-1B	Program helped prepare for employment ?	39
5	T-1C	Desired more OJT ?	40
6	T-1D	Desired more workshop training ?	41
7	T-1E	Satisfied with program's method of placement ?	42
8	T-1F	Needed program's aid to obtain employment ?	43
9	T-2	Appropriateness of training to job received	44
10	T-2A	Selected the training desired ?	45
11	T-2B	Obtained right training for job received ?	46
12	T-2C	Obtained enough training for job received ?	47
13	T-2D	Needed training obtained to perform job ?	48
14	T-2E	Satisfied with supervisor ?	49
15	T-3	Expression of trainee's own capacities ?	50
16	T-3A	Program helped realize employment capacities ?	51
17	T-3B	Job is being performed to best of ability ?	52
18	T-3C	A better job could be held ?	53
19	T-3D	Happy with position ?	54
20	T-4	Program's effectiveness in attitude development	55
21	T-4A	Interested in hearing about the program ?	56
22	T-4B	Family encouraged trainee to come to JEVS	57
23	T-4C	Program has changed trainee's ideas ?	58
24	T-4D	Program encouraged trainee to continue school?	59
25	T-4E	Program developed a positive attitude of work?	60
26	T-4F	Counseling developed a better attitude ?	61
27	T-5	New behaviors and values affect continued emp.?	62
28	T-5A	Looks forward to going to work ?	63
29	T-5B	Enjoys work ?	64
30	T-5C	Satisfied with working conditions ?	65
31	T-5D	Enjoys people with whom trainee works ?	66
32	T-5E	Hopes to continue working at same job ?	67
33	T-5F	JEVS helped gain a better outlook on work ?	68
34	T-5G	Needed JEVS to perform effectively on job ?	69
35	T-5H	Would suggest program to friends ?	70
36	T-5I	Changes in the program ?	71

Trainee Code & Trainee Interview Schedules (2)
Located

Trained

Unsuccessful

Successful

Unsuccessful

Totals

			Card col.
1	C-1	Card Number	1
2	C-2	Subject Identifying Number	2-3-4
3	C-3	Project Area	5
4	C-4	Age	6-7
5	C-5	Race	8
6	C-6	Sex	9
7	C-7	Marital Status	10
8	C-8	Period Entered Program	11
9	C-9	Period Placed on Job	12
10	C-10	Police Record	13
11	C-11	W A I S Scores	14-15-16
✓12	C-12	P urdue Pegboard Score (Assembly)	17-18-19
13	C-13	Kuder (1)	20-21
14	C-14	Kuder (2)	22-23
15	C-15	PAT Reading Vocabulary	24-25-26
16	C-16	PAT Reading Comprehension	27-28-29
17	C-17	Reading Average	30-31-32
18	C-18	PAT Arithmetic Reasoning	33-34-35
19	C-19	PAT Arithmetic Fundamentals	36-37-38
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26	C-26	Number of Siblings	56-57
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32	C-32	Work Sample Repairman	69-70
33	C-33	Work Sample Stock	71-72
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35	C-35	Work Sample Delivery	75-76
36	C-36	Work Sample Hand Tools	77-78
37	C-37	Work Sample Metal Machine	79-80
38	C-38	Card Number	2
39	C-39	Subject Identifying Number	2-3-4
40	C-40	Work Sample Sewing	5-6
41	C-41	Work Sample Production	7-8
42	C-42	Time in Workshop	9-10
43	C-43	Vestibule Training	11-12-13
44	C-44	Vestibule Type	14
45	C-45	On-the-Job-Training	15-16
46	C-46	On-the-Job Wage Rate	17-18-19
47	C-47	Job Placement	20-21
1	C-48	On-the Job Placement Wage	22-23-24
2	C-49	Number of Follow-up Visits	25-26
3	C-50	Return to Workshop after OJT	27
4	C-51	Was supervision sought when needed	28
5	C-52	Was performance quality satisfactory	29
6	C-53	Was Cooperative with supervisor	30
7	C-54	Was cooperative with fellow-workers	31
8	C-55	Was flexible in changing work positions	32
9	C-56	Shows signs of good motivation	33
10	C-57	Displays a positive attitude	34
11	C-58	Returned to School as result of program	35
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8	T-1F	Needed program's aid to obtain employment ?	43
9	T-2	Appropriateness of training to job received	44
10	T-2A	Selected the training desired ?	45
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19	T-3D	Happy with position ?	54
20	T-4	Program's effectiveness in attitude development	55
21	T-4A	Interested in hearing about the program ?	56
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27	T-5	New behaviors and values affect continued emp.	62
28	T-5A	Looks forward to going to work ?	63
29	T-5B	Enjoys work ?	64
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32	T-5E	Hopes to continue working at same job ?	67
33	T-5F	JEVS helped gain a better outlook on work ?	68
34	T-5G	Needed JEVS to perform effectively on job ?	69
35	T-5H	Would suggest program to friends ?	70
36	T-5I	Changes in the program ?	71

Employer Interview Schedule (1)

Located

Trained

Successful

Unsuccessful

	Subject Identifying Number	
E-1A	Employer--Firm Name and Location	73-74
E-1B	Type of employment	75
E-1C	Contact Method,	76
E-1D	Number currently employed from project	77
E-1E	Total number of trainees in employment	78-79
E-2	Employer's role	80
	Card Number	1
	Subject Identifying Number	2-3-4
E-2A	Special consideration to trainee ?	5
E-2B	Promote project program to colleagues ?	6
E-2C	Help gain community acceptance of project	7
E-2D	Employer's attitude ?	8
E-3	Assessment of Trainee	9
E-3A	Opportunity for advancement ?	10
E-3A1	Possesses handicaps ?	11
E-3A2	Dress and appearance adequate ?	12
E-3A3	Improves in speed and quality ?	13
E-3A4	Speech comprehensible ?	14
E-3B	Satisfaction with occupational skills ?	15
E-3B1	Efficient use and arrangement of materials ?	16
E-3B2	Mathematics acceptable ?	17
E-3B3	Ability meets work requirements ?	18
E-3B,D,E.		19
E-3C	Ability to relate to supervision ?	20
E-3C1	Offers verbal objections to some jobs ?	21
E-3C2	Shows passive resistance to some jobs ?	22
E-3C3	Does work effectively when unsupervised ?	23
E-3C4	Seeks help when necessary ?	24
E-3C5	Utilizes personal criticism constructively ?	25
E-3D	Ability to relate to work setting	26
E-3D1	Loses interest after novelty disappears ?	27
E-3D2	Procedures and directions understood quickly?	28
E-3D3	Retains learned procedures?	29
E-3E	Ability to relate to peers	30
E-3E1	Assumes leadership?	31
E-3E2	Essentially submissive ?	32
E-3E3	Mixes readily ?	33
E-3E4	Negative in attitude ?	34
E-3E5	Argumentive ?	35
E-3E6	Cooperative (generally)	36
E-3F	Attendance Record	37
E-3F1	Regular ?	38
E-3F2	Punctual ?	39
E-3G	Salary	40-41-42
E-3G1	Hourly rate ?	43-44-45
E-3G2	Income ? (monthly)	46-47-48
E-3H	Reason for leaving job ?	49
E-3H1	Lack of interest ?	50
E-3H2	Not meeting employer requirements ?	51
E-3H3	Unable to adapt to working conditions ?	52
E-3H4	Returned to school ?	53
E-3H5	Moved ?	54
E-3H6	Other ?	55
E-4	Appraisal of success of trainee placement .	56
E-4A	Prediction of ability to hold employment	57
E-4A1	Trainee has desire to remain employed ?	58
E-4A2	Trainee is unemployable ?	59
E-4A3	Loses interest when newness fades ?	60
E-4A4	Adequate supervision may ensure permanency ?	61
E-4A5	Others ?	62
E-4B	Potential of trainee to relate to job.	63
E-4B1	Job is beyond trainee's ability ?	64
E-4B2	Needs more training ?	65
E-4B3	Job is suited to trainee's ability ?	66
E-4B4	Others ?	67
E-4C	Improvement in trainee's preparation .	68
E-4C1	More training ?	69
E-4C1a	Work samples ?	70
E-4C1b	Classroom period ?	71
E-4C1c	Workshop ?	72
E-4C1d	Vestibule training ?	73
E-4C1e	others ?	74
E-4C2	More counseling	75
E-4C2a	Family problems ?	76
E-4C2b	Financial problems ?	77
E-4C2c	Lack of confidence	78
E-4C2d	Personal handicap ?	79
E-4C2e	Others ?	80
E-5	Additional Comments	
	Card Number	4
	Number of jobs held before the program	1
	Number of jobs held during and after program	2

Employer Interview Schedule (2)

Located

Trained

Unsuccessful

Total

Key To Behavioral Responses:
1= Yes
2= No
3= Uncertain

Page 6

Code	Item	Col.	67	71	78	86	87	99	95	102	105	110	115	119	120	122	125	126	130	131	132	136	140	142	143	144	149	150	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
E-1A	Employer--Firm Name and Location	73-74	17	2	18	21		15			17		15		16	16		17		15		2		24	10	9	11	12					
E-1B	Type of employment	75	9	2	3	1		5			7		8		1	1		9		8		2		7	8	6	9	7					
E-1C	Contact Method	76	1	1	1	1		1			1		1		1	1		1		1		1		0	3	3	1	1					
E-1D	Number currently employed from project	77	0	1	2	0		3			0		3		1	1		0		3		1		0	1	2	2	0					
E-1E	Total number of trainees in employment	78-79	1	14	4			9			4		9		4	4		4		9		14		1	2	3	4	4					
	Employer's role	80																															
	Card Number	3	3	3	3	3		3			3		3		3	3		3		3		3		3	3	3	3	3					
	Subject Identifying Number	2-3-4	67	71	78	86		97			105		115		120	122		126		131		136		142	143	144	149	150					
E-2A	Special consideration to trainee?	5	2	1	2	2		1			2		1		2	2		2		1		1		2	2	2	1	2					
E-2B	Promote project program to colleagues	6	2	2	2	2		2			2		2		2	2		2		2		2		2	2	2	2	2					
E-2C	Help gain community acceptance of project	7	2	2	2	2		2			2		2		2	2		2		2		2		2	2	2	2	2					
E-2D	Employer's attitude	8	2	1	1	2		1			2		1		3	3		2		1		1		2	2	3	1	2					
E-3	Assessment of Trainee	9																															
E-3A	Opportunity for advancement	10	1	1	1	1		1			1		1		1	1		1		1		1		1	1	1	1	1					
E-3A1	Possesses handicaps	11	2	2	2	2		2			2		2		2	2		2		2		2		2	2	2	2	2					
E-3A2	Dress and appearance adequate	12	1	1	1	1		1			1		1		1	1		1		1		1		1	1	1	1	1					
E-3A3	Improves in speed and quality	13	2	2	1	2		2			2		2		2	2		2		2		2		2	2	3	2	2					
E-3A4	Speech comprehensible	14	1	1	1	1		1			1		1		1	1		1		1		1		1	1	1	1	1					
E-3B	Satisfaction with occupational skills	15	2	1	1	2		2			2		3		1	1		2		3		1		1	2	1	2	2					
E-3B1	Efficient use and arrangement of materials	16	2	1	1	2		2			2		3		1	1		2		3		1		1	2	3	2	2					
E-3B2	Mathematics acceptable	17									2							2						1				2					
E-3B3	Ability meets work requirements	18	2	1	1	2		3			2		3		1	1		2		3		1		1	2	1	2	2					
E-3C,D,E,		19	1	1	1	2		1			2		1		1	1		2		1		1		1	1	1	2	2					
E-3C	Ability to relate to supervision	20																															
E-3C1	Offers verbal objections to some jobs	21	2	2	2	2		2			2		2		2	2		2		2		2		2	2	2	2	2					
E-3C2	Shows passive resistance to some jobs	22	2	2	2	1		2			1		2		2	2		1		2		2		2	2	2	2	1					
E-3C3	Does work effectively when unsupervised	23	2	2	1	2		2			2		2		2	2		2		2		2		1	2	2	2	2					
E-3C4	Seeks help when necessary	24	1	1		2		2			2		2		1	1		2		2		1		1	1	1	2	2					
E-3C5	Utilizes personal criticism constructively	25	1	2	1	2		2			2		2		2	2		2		2		2		3	3	3	2	2					
E-3D	Ability to relate to work setting	26	2	1	1	1		1			1		1		3	3		1		1		1		1	2	2	2	1					
E-3D1	Loses interest after novelty disappears	27	2	1	1	3		1			3		1		3	3		3		1		1		3	2	3	1	3					
E-3D2	Procedures and directions understood quickly	28	2	1	1	2		1			1		1		1	1		1		1		1		1	2	3	1	1					
E-3D3	Retains learned procedures	29	2	1	1	2		3			2		3		3	3		2		3		1		1	2	3	2	2					
E-3E	Ability to relate to peers	30	1	1	1	2		1			2		1		1	1		2		1		1		2	2	1	2	2					
E-3E1	Assumes leadership	31	2	1	2	2		2			2		2		2	2		2		2		1		2	2	2	2	2					
E-3E2	Essentially submissive	32	1	2	1	2		1			1		1		1	1		1		1		2		1	1	1	1	1					
E-3E3	Mixes readily	33	1	1	1	2		1			2		1		1	1		2		1		1		2	2	1	2	2					
E-3E4	Negative in attitude	34	2	2	2	1		2			1		2		2	2		1		2		2		2	2	2	2	1					
E-3E5	Argumentive	35	2	1	2	1		2			2		2		2	2		2		2		1		2	2	2	2	2					
E-3E6	Cooperative (generally)	36	1	2	1	2		1			2		1		2	2		1		1		2		1	1	1	2	2					
E-3F	Attendance Record	37																															
E-3F1	Regular	38	1	2	1	1		1			2		1		2	2		2		1		2		1	1	1	1	2					
E-3F2	Punctual	39	1	1	1	1		1			1		1		2	2		1		1		1		1	1	1	1	1					
E-3G	Salary	40-41-42																															
E-3G1	Hourly rate	43-44-45	1.3	1.0	1.3	1.3		14			13		14		12	12		13		14		11		13	13	14	1.3	1.3					
E-3G2	Income (monthly)	46-47-48	500	433	585	507		540			500		540		422	422		500		540		459		500	281	540	500	500					
E-3H	Reason for leaving job	49																															
E-3H1	Lack of interest ?	50	2	1	2	1		1			2		1		1	3		2		1		1		3	3	2	1	2					
E-3H2	Not meeting employer requirements ?	51	1	2	2	1		2			1		2		1	3		1		2		2		2	1	2	1	1					
E-3H3	Unable to adapt to working conditions ?	52	1	1	2	1		1			1		1		1	3		1		1		1		1	1	2	1	1					
E-3H4	Returned to school ?	53	2	2	2	2		2			2		2		2	2		2		2		2		2	2	2	2	2					
E-3H5	Moved ?	54	2	2	2	2		2			2		2		2	2		2		2		2		2	2	2	2	2					
E-3H6	Other ?	55	2	2	1	2		2			2		2		2	2		2		2		2		2	2	1	2	2					
E-4	Appraisal of success of trainee placement	56																															
E-4A	Prediction of ability to hold employment	57																															
E-4A1	Trainee has desire to remain employed ?	58	3	3	1	2		3			3		3		2	2		3		3		3		3	3	1	2	3					
E-4A2	Trainee is unemployable ?	59	3	2	2	3		2			2		2		3	3		3		2		2		2	2	2	3	3					
E-4A3	Loses interest when newness fades ?	60	2	1	1	3		1			3		1		3	3		3		1		1		3	3	3	1	3					
E-4A4	Adequate supervision may ensure permanency ?	61	3	1	1	3		3			3		3		3	3		3		3		1		3	3	1	3	3					
E-4A5	Others ?	62	3	3	2	3		3			3		3		3	3		3		3		3		3	3	2	2	3					
E-4B	Potential of trainee to relate to job.	63																															
E-4B1	Job is beyond trainee's ability ?	64	3	2	2	3		2			2		2		2	2		2		2		2		2	1	2	2	2					
E-4B2	Needs more training ?	65	1	2	2	1		1			2		1		1	1		2		1		2		2	1	1	1	2					
E-4B3	Job is suited to trainee's ability ?	66	3	1	1	3		1			1		1		3	3		1		1		1		1	2	1	3	1					
E-4B4	Others ?	67	3	2	2	3		3			2		3		3	3		2		3		2		2	2	2	2	2					
E-4C	Improvement in trainee's preparation .	68																															
E-4C1	More training ?	69	1	1	2	1		1			3		1		1	1		3		1		1		2	1	1	1	3					
E-4C1a	Work samples ?	70	2	2	2	2		2			3		2		2	2		3		2		2		2	1	2	1	3					
E-4C1b	Classroom period ?	71	2	2	2	1		2			3		2		2	2		3		2		2		2	2	2	2	3					
E-4C1c	Workshop ?	72	1	2	2	1		1			3		1		2	2		3		1		2		2	1	2	1	3					
E-4C1d	Vestibule training ?	73	1	1	2	2		2			2		2		1	1		3		2		1		2	1	1	2	2					
E-4C1e	Others ?	74	2	2	2	2		2			3		2		2	2		3		2		2		2	2	2	2	3					
E-4C2	More counseling	75																															
E-4C2a	Family problems ?	76	3	3	3	3		3			3		3		2	2		3		3		3		3	3	3	3	3					
E-4C2b	Financial problems ?	77	3	3	3	3		3			3		3		2	2		3		3		3		3	3	3	3	3					
E-4C2c	Lack of confidence ?	78	3	3	2	3		3			3		3		2	2		3		3		3		3	3	3	3	3					
E-4C2d	Personal handicap ?	79	3	3	2	3		3			3		3		2	2		3		3		3		3	3	3	3	3					
E-4C2e	Others ?	80	3	3	1	3		3			3		3		3	1		3		3		3		3	3	3	3	3					
E-5	Additional Comments Card Number	--																															
	Number of jobs held before the program ?	1	2	[illegible]	1	1		1			3	1	3	1	1	1	2	1		2	1	3	1	1		1	2	2	2				3
	Number of jobs held during and after program ?	2		1	1	1		1			3		1	1	1	2	1	1		1		3	1	1	1	1	3	3	1	2			

Code	Item	Successful										Unsuccessful										Totals									
		1	2	3	4	5	6	7	8	9+	T	1	2	3	4	5	6	7	8	9+	T	1	2	3	4	5	6	7	8	9+	T
E-1A	Employer--Firm Name and Location										33										27										
E-1B	Type of employment	1	5	1	1	19	1	2	1	2	33	3	4	4	1	8	0	4	1	2	27	4	9	5	2	27	1	6	2	4	60
E-1C	Contact Method	20	1	11							33	21		4							25	41	1	16							57
E-1D	Number currently employed from project	12	9	3		5				0	29	7	5	3							15	19	14	6		5					[illegible]
E-1E	Total number of trainees in employment										33										21										57
	Employer's role																														
	Card Number																														
	Subject Identifying Number																														
E-2A	Special consideration to trainee?	21	12								33	10	17								27	31	29								60
E-2B	Promote project program to colleagues	1	32								33		27								27	1	59								60
E-2C	Help gain community acceptance of project	0	33								33		27								27	0	60								60
E-2D	Employer's attitude	20	5	8							33	11	11	5							27	31	16	13							60
E-3	Assessment of Trainee																														
E-3A	Opportunity for advancement	33									33	27									27	60									60
E-3A1	Possesses handicaps	0	33								33		27								27		60								60
E-3A2	Dress and appearance adequate	33									33	27									27	60									60
E-3A3	Improves in speed and quality	27	5	1							33	4	22	1							27	31	27	2							60
E-3A4	Speech comprehensible	33									33	27									27	60									60
E-3B	Satisfaction with occupational skills	31	2								33	12	12	3							27	43	14	3							60
E-3B1	Efficient use and arrangement of materials	30	3								33	10	13	4							27	40	16	4							60
E-3B2	Mathematics acceptable	2	1								3	1	3								4	3	4								7
E-3B3	Ability meets work requirements	30	2								32	15	11	3							27	45	13	3							59
E-3C,D,E,		32	1								33	22	6								27	54	6								60
E-3C	Ability to relate to supervision																														
E-3C1	Offers verbal objections to some jobs	1	30	2							33		27								27	1	57	2							60
E-3C2	Shows passive resistance to some jobs	2	29	2							33	5	22								27	7	51	2							60
E-3C3	Does work effectively when unsupervised	23	6	4							33	4	23								27	27	29	4							60
E-3C4	Seeks help when necessary	28	3	2							33	14	11								26	42	14	2							58
E-3C5	Utilizes personal criticism constructively	19	8	6							33	5	16	6							27	24	24	12							60
E-3D	Ability to relate to work setting	32		1							33	15	9	3							27	47	9	4							60
E-3D1	Loses interest after novelty disappears	11	20	2							33	9	6	12							27	20	26	14							60
E-3D2	Procedures and directions understood quickly	30		3							33	18	7	2							27	48	7	5							60
E-3D3	Retains learned procedures	30	2	1							33	8	13	6							27	38	15	7							60
E-3E	Ability to relate to peers	24	9								33	16	11								27	40	20								60
E-3E1	Assumes leadership	10	22	1							33	4	23								27	14	45	1							60
E-3E2	Essentially submissive	22	9	2							33	22	5								27	44	14	2							60
E-3E3	Mixes readily	26	7								33	15	11	1							27	41	18	1							60
E-3E4	Negative in attitude	1	30	2							33	4	23								27	5	53	2							60
E-3E5	Argumentive	3	30								33	3	24								27	6	54								60
E-3E6	Cooperative (generally)	28	4	1							33	17	10								27	45	14	1							60
E-3F	Attendance Record																														
E-3F1	Regular	28	5								33	17	10								27	46	15								60
E-3F2	Punctual	32	1								33	21	6								27	53	7								60
E-3G	Salary																														
E-3G1	Hourly rate																														
E-3G2	Income (monthly)																														
E-3H	Reason for leaving job																														
E-3H1	Lack of interest ?	4	5	1							10	10	12	5							27	14	17	6							37
E-3H2	Not meeting employer requirements ?	3	7								10	15	11	1							27	18	18	1							37
E-3H3	Unable to adapt to working conditions ?	6	4								10	19	7	1							27	25	11	1							37
E-3H4	Returned to school ?	3	7								10		27								27	3	34								37
E-3H5	Moved ?		10								10		27								27		37								37
E-3H6	Other ?		10								10	5	22								27	5	32								37
E-4	Appraisal of success of trainee placement																														
E-4A	Prediction of ability to hold employment																														
E-4A1	Trainee has desire to remain employed ?	29	2	2							33	7	5	15							27	36	7	17							60
E-4A2	Trainee is unemployable ?	1	30	2							33		15	12							27	1	45	14							60
E-4A3	Loses interest when newness fades ?	7	23	3							33	10	4	13							27	17	27	16							60
E-4A4	Adequate supervision may ensure permanency ?	28	1	4							33	7		20							27	35	1	24							60
E-4A5	Others ?	1	28	4							33		7	20							27	1	35	24							60
E-4B	Potential of trainee to relate to job.																														
E-4B1	Job is beyond trainee's ability ?		32	1							33	3	21	3							27	3	53	4							60
E-4B2	Needs more training ?	7	26								33	15	12								27	22	38								60
E-4B3	Job is suited to trainee's ability ?	30	1	2							33	17	3	7							27	47	4	9							60
E-4B4	Others ?		32	1							33	1	13	13							27	1	45	14							60
E-4C	Improvement in trainee's preparation .																														
E-4C1	More training ?	20	9	3							32	19	5	3							27	39	14	6							59
E-4C1a	Work samples ?	3	25	4							32	4	20	3							27	7	45	7							59
E-4C1b	Classroom period ?	29	3								32	2	22	3							27	31	25	3							59
E-4C1c	Workshop ?	8	21	3							32	10	14	3							27	18	35	6							59
E-4C1d	Vestibule training ?	13	16	3							32	12	11	4							27	25	27	7							59
E-4C1e	Others ?	1	27	4							32		23	4							27	1	50	8							59
E-4C2	More counseling																														
E-4C2a	Family problems ?	1	6	26							33	1	2	24							27	2	8	50							60
E-4C2b	Financial problems ?		7	26							33		3	24							27		10	50							60
E-4C2c	Lack of confidence ?	1	7	25							33		3	24							27	1	10	49							60
E-4C2d	Personal handicap ?		8	25							33		4	23							27		12	48							60
E-4C2e	Others ?	1	7	25							33	2	1	24							27	3	8	49							60
E-5	Additional Comments Card Number																														
	Number of jobs held before the program ?	14	8	6							28	18	9	6							33	32	17	12							61
	Number of jobs held during and after program ?	18	11	2	1	1					[illegible]	24	6	6							36	42	17	8	1	1					69

CODED RESPONSES--SUMMARY DATA SHEETS

Question E-1A: Employer--Firm Name and Location

1 Harris Manufacturing Co.
8031 Litzinger Road

2 J.C.A.
1428 S. Grand

3 Holloway House
9501 Watson Road

4 Midwest Laundry
6221 Vernon Avenue

5 Oxford Cap Company
1402 Locust Street

6 Placke Chevrolet
2244 S. Kingshighway Blvd.

7 Sigma Chemical Company
3500 DeKalb

8 Michelson Realty Company
709 Chestnut Street

9 Premium Cap Company
2705 Olive Street

10 Correct Cap Company
2317 Madison Avenue

11 A. L. Sullivan
117 North Seventh Street

12 Tobey Color Card
1635 Washington Avenue

13 Famous-Barr Company
7601 West Florrisant

14 Classic Cap Company
1718 Washington Avenue

15 Duro Chrome
3720 Laclede Avenue

16 Jewish Hospital
216 South Kingshighway

17 Ontario Foods
7025 St Charles Rock Road

18 Midwestern Consultants
3500 DeKalb

19 Hampton Cleaners
6616 Delmar Blvd.

20 Sterling Boxes
121 Dock

21 Rechter Brothers
1908 Washington

22 Henschel Manufacturing
1602 Locust St.

23 Wagner Electric
6400 Plymouth

24 Stix-Baer-Fuller
601 Washington

25 Plastic Molding Company
4211 North Broadway

26 Walden Cleaners
8506 Olive Street Road

27 Southern Kitchen
2617 Franklin

Question E-1B: Type of Employment

1	Hospital
2	Household
3	Restaurant (kitchen help)
4	Commercial laundry and/or dry cleaners (machine operators)
5	Manufacturing
6	Body shop trainee (cars)
7	Clerk
8	Maintenance
9	Weaving

Question E-1C: Contact Method

0	None
1	Phone (agency member)
2	Walked in
3	Union and/or employer meetings

Trainee Interview Schedule: T-O Referred by

1	School
2	Friend
3	Family
4	Social Agency
5	Fellowship Center
6	Newspaper
7	Legal Agent (Lawyer—parole officer)
8	Unemployment Office